DOCUMENT RESUME

ED 097 636 88 CS 001 374

TITLE	Developing Reading Comprehension in Content Areas. Endof Budget Period Report and Final Project Report.
INSTITUTION	Orland Joint Union Elementary School District, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.
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IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

The major objective of this project was to enable at least two-thirds of the students with reading difficulties contributing to below grade level performance at entry to grades four through eight to show an increase in reading comprehension of at least 1.2 levels of a standardized test at the year's end. Activities aimed at achieving this objective included: inservice workshops for target teachers; selection of target population following pretesting of all students in the grades involved; writing of commentary scripts to accompany each lesson throughout the social studies text; and recording the lesson, together with commentary materials and descriptive music when possible, to provide dramatic, workable, and usable reading lessons. A pretest was given to the students at the beginning of the school year, followed by a posttest at the completion of the year. The results indicated that target students in grades four and five made significant gains in reading comprehension when compared with control groups. Specific recommendations included: implementation of the program in grades three, four, and five; and statewide dissemination of the program. (WR)

ED 097636

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EDUCATION & WELFARE
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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

Best Available Copy

ESEA TITLE III

FOR

DEVELOPING READING COMPREHENSION IN CONTENT AREAS

ORLAND JOINT UNION ELEMENTARY

ORLAND, CALIFORNIA

July, 1973

COMPONENT I: STATISTICAL

COMPONENT II: DATA FOR U. S. OFFICE OF EDUCATION

COMPONENT III: NARRATIVE

APPENDIX

CS 001 374

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FINAL EVALUATION REPORT. 45

APPENDIX. 99

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT I

STATISTICAL DATA

Bureau of
Instructional
Program Planning
and Development

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

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ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

	County	District Code	Project #	Type	
THIS SPACE FOR STATE USE ONLY					

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM (Check one)
A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ Final Project Report

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER
0312

3. MAJOR DESCRIPTION OF PROJECT (Check one only)
A ☒ INNOVATIVE
C ☐ ADAPTIVE
B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY (Check one or more)
A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE (5 Words or Less)
[illegible] COMPREHENSION IN CONTENT AREAS

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. (See instructions)

Through a program emphasizing the development of reading skills related to comprehension in content areas, at least two-thirds of the students with reading difficulties contributing to performance below grade level at entry to grades four through eight will show an increase during the year of at least 1.2 grade levels on a standardized test.

ITEM NUMBER 3

7. NAME OF APPLICANT (Local Education Agency)
Orland Joint Union
Elementary

8. ADDRESS (Number, Street, City, State, Zip Code)
201 Mill Street
Orland, California 95963

9. NAME OF COUNTY
Glenn

10. CONGRESSIONAL DISTRICT
2

11. NAME OF PROJECT DIRECTOR
Mrs. Betty Dettering

12. ADDRESS (Number, Street, City, State, Zip Code) (Bus.)
201 Mill Street
Orland, California 95963

PHONE NUMBER (Bus.)
865-4035
AREA CODE
916

13. Name of Authorized Agent
Charles J. Hahn

14. ADDRESS (Number, Street, City, State, Zip Code) (Bus.)
201 Mill Street
Orland, California 95963

PHONE NUMBER (Bus.)
865-4121
AREA CODE
916

15. POSITION OR TITLE
District Superintendent

Signature of Authorized Agent

DATE SUBMITTED
August 15, 1973

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SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED 1 B. TOTAL NUMBER OF LEA'S SERVED 1 C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED 9,000	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 735.28

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission	0312	7 - 70	6 - 71	$10,891
B.	Application for First Continuation Grant		7 - 71	6 - 72	$ 39,454
C.	Application for Second Continuation Grant		7 - 72	6 - 73	$ 34,118
D.	Total Title III Funds				$ 84,463
E.	End of Budget Period Report				

2. Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

A Type of function (Check applicable boxes)

1 ☐ REMODELING OF FACILITIES   2 ☐ LEASING OF FACILITIES   3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES   5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY $

Enter Project No. 0312

SECTION C - PROJECT CLASSIFICATION

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1. Project Subjects

1.1 ☒ - Language Arts (Development)
1.2 ☐ - Fine Arts
1.3 ☐ - Foreign Language
1.4 ☐ - Mathematics
1.5 ☐ - Science
1.6 ☐ - Social Science, Humanities
1.7 ☐ - P.E., Recreation, and Health
1.8 ☐ - Vocational Education
1.9 ☐ - Other

2. Handicapped Education

2.1 ☐ - Mentally Retarded
2.2 ☐ - Hard of Hearing
2.3 ☐ - Deaf
2.4 ☐ - Speech Impaired
2.5 ☐ - Visually Handicapped
2.6 ☐ - Seriously Emotionally Disturbed
2.7 ☐ - Crippled
2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

3.1 ☐ - Counseling with Handicapped
3.2 ☐ - Group Guidance Activities
3.3 ☐ - Group Counseling
3.4 ☐ - Career Guidance and Counseling
3.5 ☐ - Counseling with Special Problems
3.6 ☐ - Use of Paraprofessionals
3.7 ☐ - Parent Conferences
3.8 ☐ - Follow-up and Drop-out Studies
3.9 ☐ - Inservice Training
3.10 ☐ - Use of Community Resources
3.11 ☐ - Curriculum Development
3.12 ☐ - General Counseling
3.13 ☐ - Consultation with Teachers
3.14 ☐ - Program Evaluation and Development

4. Grade Levels

4.1 ☐ - Preschool (indicate ages 3 or 4) ______
4.2 ☒ - Elementary (indicate grades K-6) 4 - 6
4.3 ☒ - Secondary (indicate grades 7-12) 7 & 8
4.4 ☐ - Junior College (indicate grades 13-14) ______
4.5 ☐ - Adult

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes ☒ No

If yes, name the agency operating the project: ______

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 0312
Project No.

2. DEVELOPING READING COMPREHENSION IN CONTENT AREAS
Project Title

3. Orland Joint Union Elementary
Local Educational Agency
201 Mill Street
Orland, California 95963
Address

4. Mr. Charles J. Hahn, Superintendent
Name of school official responsible for this report
865-4121
Phone No.

5. Mrs. Betty DeGering
Name of Project Director
865-4085
Phone No.

6. The 1972-73 school year has been .....

6.1 ☐ The first year of operation.

6.2 ☐ The second year of operation.

6.3 ☒ The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1971

Ending date for second year June 30, 1972

Ending date for third and final year June 30, 1973

PART I - STAFF DEVELOPMENT

The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1) Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	(2) Total No. of participants (Unduplicated) in all activities.	(3) No. of workshops, conferences and seminars held by type of training			
		Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.)
→	20				1

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. ☐ Yes ☒ No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20% 30% 40% 50% 60% 70% 80% 90% 100%

In August of 1972, a one-day in-service workshop was held for the target teachers who were involved in their second year of the project at Fairview School, plus the new target teachers who were joining the project at C. K. Price School.

At this workshop, the project was discussed in detail, and informally evaluated according to the previous year's operation. The new target teachers were also given help in learning to operate the equipment to be used by the students the ensuing year.

3. Is the project being adopted or adapted by other school districts?

☐ Yes ☒ No

4. If the answer is YES, list the school districts by name and address:

4.1 ______________________________

4.2 ______________________________

4.3 ______________________________

4.4 ______________________________

4.5 ______________________________

4.6 ______________________________

4.7 ______________________________

4.8 ______________________________

4.9 ______________________________

4.10 ______________________________

4.11 ______________________________

4.12 ______________________________

4.13 ______________________________

4.14 ______________________________

4.15 ______________________________

4.16 ______________________________

4.17 ______________________________

4.18 ______________________________

4.19 ______________________________

4.20 ______________________________

PART II (Continued)

Title III Areas of Influence*

As Project Director and/or after consultation with district or county personnel involved:

1. Name______________________________Title______________________________
2. Name______________________________Title______________________________
3. Name______________________________Title______________________________

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank** | Examples

_____ Special project development
Needs assessment, goal setting, planning (writing), implementation, etc.

_____ Staff training
Resulting in added skills or attitudinal change

__2__ Parental involvement in the schools
Bringing parents into more direct contact with school activities

_____ Community involvement
Instances of community participation other than parents

_____ Evaluation competencies and use of evaluation information

__1__ Products developed
Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.

_____ Management and accounting procedures
Have the project activities resulted in increased accountability in other learning situations? List under examples.

_____ Other - Please explain

Use this space to give examples of items ranked 1 and 2.

Through the personal contacts with the target population parents made by the teachers at the beginning of the school year to explain the project, a fine working relationship was established and the parents were more deeply drawn into the school activities.

The cassette tapes of the social studies lessons have gained wide interest and acceptance from county teachers who have become aware of the project and who asked if they might use the tapes. Also, teachers throughout the surrounding towns have expressed their desire to use the tapes in the dissemination year.

---

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors		Teachers		Counselors	
(a)	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	14	5			16			
Nonpublic								

PART III (Continued)

The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I

a. Program Select the program of your pr[illegible] Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school students directly participating	d. Amount granted this past year
Reading	✓	186	$34,118.00
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling			
Drug Education			
Early Childhood Education (Kindergarten and below)			
Other Programs			
	Total	186	

Table II

Provide unduplicated counts of students by grade levels. See instructions below:

	a. School Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K								
K								
1								
2								
3								
4	141		36		28			
5	127		30		25			
6	142		42		26		31	
7	158		49					49
8	155		29					29
9								
10								
11								
12								
Ungraded								
TOTALS	723		186		79		31*	78

* This figure of 31 represents the original target group of the first year. Since the project expanded each year to new grade levels, additional target students were added yearly.

ocal educational agency.

lirect for both columns.
target population students who have
on. A cumulative total of all years
l count; therefore, do not count any

tudents within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	
76	110				186

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
3	2	20		161		186

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I 186

Total of Column b. (Public School), Table II 186

Total of All Categories, Table III 186

Total of All Groups, Table IV 186

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.

Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.

Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.

Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

Table V

Provide Number of Schools in the Project.

	Public	Nonpublic
Elementary	2	–
Secondary	—	—

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below) (g)
umber of tudents	2	26	26	—	—	158

Note for Column (g) check populations included in the number entered above.

20 Children from non-English speaking environment.

______ Neglected and delinquent children.

______ Gifted ______ N.H. ______ EMR ______ Dropouts

______ Other (specify) ______________________________

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds. Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project. Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors	2	
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other		
Subject matter specialists		
Technicians		
Pupil personnel workers		
Health services personnel		
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.		
Other nonprofessional	2	

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 2
Number of consultant days paid for by Title III funds 14

PART IV (Continued)

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration		$
Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration	20	$660.00
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

PART IV (Continued)

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term ____1____.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $__________ cost; (2) number of man-days: _____ formal and _____informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $__________ cost; (2) number of man-days: _____ formal and _____informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $__________ cost; (2) number of man-days: _____ formal and _____informal

(d) Please indicate any other participation.

____

____

(1) $__________ cost; (2) number of man-days: _____ formal and _____informal

PART V - ABSTRACT

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GRANTEE Orland Joint Union Elementary

PROJECT ABSTRACTS (ESEA, Title III)	STATE California 95963	TOTAL PROJECT PERIOD	FROM (Month and year) July 1, 1970	TO (Month and year) June 30,1973	PROJECT NO. 0312

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT DEVELOPING READING COMPREHENSION IN CONTENT AREA	GRANTEE Orland Joint Union Elementary

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	1970-71 $10,891	1971-72 $39,454	1972-73 $34,118	19__ $	19__ $	19__ $
TARGET POPULATION	31 4th graders:	111 4,5,6 grades:	186 4 - 8 grades			

PARAGRAPH DESCRIPTION

Cassette tape recordings have been made of the reading of the social studies textbook for each grade level. Each chapter in each book was broken down into brief lessons for the use by the target population. These tapes are checked out of the project office by the target teacher or student as they are needed. The tapes are played on individual play-back units either in the classroom or at home—depending upon the manner in which the teacher prefers them to be used. Listening centers can also be set up to accomodate several students if desired. The student reads along in his book as he listens to the voice or voices on the tape reading the lesson along with him, at a speed he can handle—thereby helping him over the, "Hurdle of Hard Words."

MAJOR OBJECTIVES

At least two-thirds of the students with reading difficulties contributing to performance below grade level at entry to grades four through eight will, at the year's end, show an increase in reading comprehension of at least 1.2 levels on a standardized test.

ACTIVITIES TO ACHIEVE OBJECTIVES

1) In-service workshop for target teachers.
2) Selection of target population following pretesting of all students in grades involved.
3) Writing of commentary scripts to accompany each lesson throughout the social studies text.
4) Recording the lesson, together with commentary materials and descriptive music when possible, to provide dramatic, workable, and usable reading lessons.

EVALUATION STRATEGY

A pretest was given the children at the beginning of the school year, followed by a post-test at the completion of the year, and the growth (or lack of it) was determined from the comparison of the two tests. The test used was the Comprehensive Test of Basic Skills. In addition, a Teacher Reaction File is maintained, which affords a constant feedback of comments, pro and con, on the program. When home calls were made on the target parents, a Parental Contact form was filled out by the teacher and is on file.

EVALUATION FINDINGS

A complete listing of the Mean Growth by grade levels throughout the three year project period will be found on the following page.

The Project Evaluator made the following comment regarding this project, following his evaluation: "Based on program merit and a thorough assessment of the effectiveness of implementation during this three-year period, the project was selected in the spring of 1973 for statewide dissemination during the coming year. This action constitutes testimony with respect to the effectiveness of project implementation.

ORLAND PROJECT

1970-73

MEAN GROWTH (Grade Level)

At the close of the first year of the project, in which 31 fourth grade children comprised the target population, the following Mean Growth occurred:

MEAN GROWTH (Grade Level)

Grade	Target	Non-Target
4th	1.50	.97

In the second year of the project, in which 111 students were involved, the following Mean Growth occurred:

MEAN GROWTH (Grade Level)

Grade	Target	Non-Target
4th	1.06	1.09
5th	.79	.76
6th	1.08	1.23

The third year, in which 186 students from grades 4 through 8 were included, produced the following Mean Growth data:

MEAN GROWTH (Grade Level)

Grade	Target	Non-Target
4th	1.24	1.04
5th	1.22	0.88
6th	0.37	0.76
7th	1.45	1.87
8th	0.53	0.91

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
	Curriculum guides		
	Teacher guides		
	Handbooks of materials, techniques, and procedures		
	Monograph		
	Bibliography		
X	Questionnaires - locally developed		
	Evaluation tests		
X	Audio tape cassettes	8-17-73	Two tapes, typical of those produced for all grade levels. are included. These are for grade 7, HUMAN ADVENTURE, and grade 8, QUEST FOR LIBERTY. Both contain musical introductions, which makes reading-while-listening more pleasant. Sometimes music is also included at the end of the lesson—depending upon the subject material and the length of the reading.
X	Brochures, newsletters and information sheets	8-17-73	
	16 mm Films		
	8 mm Films		
	Filmstrips		
	Instructional workbooks, materials,		
	Tests - locally developed		
	Kits		
	Models		
	Microcards		
	Microfilm		
	Maps		
X	Pictures		
X	Posters		
	Records		
	Set		
	Slides/tape		
	Viewmasters		
	Video Tape		
X	(Other) Newspaper article		

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT III

PROGRAM NARRATIVE

CONTEXT

The Locale

1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

1. The locale of the program is situated in the City of Orland, Glenn County.

2. City population

1950	2,067
1960	2,534
1970	2,884

Orland and surrounding area: 1970 - 8,572

Glenn County: 1970 - 19,200

3. Growth is small but continual.

4. Farming is a very small industry with basically diversified farming. There is some commuting for jobs elsewhere.

5. The 1971 findings for Glenn County were that 10.8% of the employable workers are unemployed.

6. Approximately 17% of the families in our locale are receiving welfare assistance. One in five children in the district is receiving free lunches at the present time.

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

1. Kindergarten through eighth.

2. 1,190 - 3 schools.

3. No significant trends. We do have a small percentage of migrant children but the great proportion of student population is stable.

4. 100 - 800 minus 500 = $735.28.

5. The financial history in Orland indicates fairly low wealth. The school district has gone to the general electorate twice for bond issues but has been turned down both times.

Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

1. What was the starting point for needs assessment:

The starting point for needs assessment was teacher observation that students could not read and comprehend the new social studies textbooks which were adopted by the State of California in the middle 60's.

Classroom observation and tests, both district made and standardized achievement tests indicated that there was a need for improvement in reading comprehension and particularly as it related to social studies. Once this fact had been corroborated a Title III program was requested.

2. How were the specific needs of the pupils indentified:

As part of the Title III program, it was determined that all students who were reading below grade level would be involved in a program designed to improve their reading comprehension.

3. What were the specific needs:

The greatest area of need was to improve the students reading comprehension in grades 4, 5, and 6. It was found that up to grade 4 the need for students to comprehend what was read outside of the reader was so minimal, as to be insignificant. However when students began 4th grade, it was extremely important that they be able to comprehend facts, figures and continuity of material presented in subjects other than reading. It quickly became apparent that the greatest area of need was in the social studies, both from the format and word list used within the social studies textbook, and also from the amount of time that is spent in social studies, within the normal school program. Originally it was thought it would be valuable to start with the social studies and then expand the program to include areas such as Health, Science and English. As the program moved along it became apparent that it would lose its effectiveness if expanded toogreatly to include too many areas and also it became apparent that there was enough carry-over in reading comprehension that utilizing the social studies textbooks as the vehicles for the typing material would meet the area of greatest need and also through the carry-over, meet needs for increased reading comprehension in other areas.

Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

1. The program did not exist prior to September 1970, at which time it was funded under Title III for the 1970-71 school year.

2. The program is not a modification of a previously existing program.

3. How did the program originate:

The original impetus for the program came when new State textbooks were received for the 4th, 5th and 6th grade social studies programs, during the middle 1960's. It quickly became apparent to the teachers that both the format of the book and the words used within the book were far above the normal reading level and comprehension of students in grades 4, 5, and 6. Teachers began looking for some method of helping students understand what was in the books. It was soon noted that when the teacher read the words aloud, many of the students could begin to understand. In comparing the problem of comprehending what was written in the social studies books, with reading comprehension, a hypothesis was formed, that reading comprehension in social studies had a direct tie-in with reading comprehension, both in the basic reading program and in the reading comprehension as tested by standardized tests. The hypothesis was extended to state that if students could be taught to better comprehend what was in their social studies books, that this would have a carry over in reading comprehension in all other areas. This hypothesis and the proposed program for implementing a test of the hypothesis was discussed with Dr. B. Keith Rose, then Director of the Title III P.A.C.E. Center for Northern California. From the discussion with Dr. Rose came an application for Title III funds, which application was subsequently approved.

4. No special problems were encountered in gaining acceptance for the program by the parents in the community. When parents were contacted and it was explained to them that it was the desire of the school district to help their children become better readers, parents were unanimous in stating that they would cooperate and would help the district in every way they could in seeing that the program was successful.

5. Provide a history of planning:

The original impetus for the program came when new State textbooks were received for the 4th, 5th, and 6th grade social studies programs, during the middle 1960's. It quickly became apparent to the teachers that both the format of the book and the words used within the book were far above the normal reading level and comprehension of students in grades 4, 5, and 6. Teachers began looking for some method of helping students understand what was in the books. It was soon noted that when the teacher read the words aloud, many of the students could begin to understand. In comparing the problem of comprehending what was written in the social studies books, with reading comprehension, a hypothesis was formed, that reading comprehension in social studies had a direct tie-in with reading comprehension, both in the basic reading program and in the reading comprehension as tested by standardized tests. The hypothesis was extended to state that if students could be taught to better comprehend what was in their social studies books, that this would have a carry over in reading comprehension in all other areas. This hypothesis and the proposed program for implementing a test of the hypothesis was discussed with Dr. B. Keith Rose, then Director of the Title III P. A. C. E. Center for Northern California. From the discussion with Dr. Rose came an application for Title III funds, which application was subsequently approved.

During the initial discussion with Dr. Rose one teacher decided to try out **this** thought using the reel to reel tape recorders which were available at that time. In the small test that was performed, it quickly became obvious that students could understand better when they heard the textbooks read over a tape recorder. However, with the state of the technology at that time it also became apparent that every other reel tape recorder would prove cumbersome and difficult for the students to use at home and would present many problems using the materials outside of the classroom. Alternate methods of making the material available were sought and during the time when the program was being thought through, cassette tapes became available and on a pilot basis, the cassettes proved very successful.

Teachers were involved in the planning, in deciding how the scripts should be prepared and who would be utilized in writing the scripts which would be subsequently turned into tapes. The original planning involved taping both the textbooks in an annotated form and also in a direct reading version. In addition it was planned to both speed up and slow down the tapes, to take care of differences in reading speeds. Once the program had been initiated unter Title III and both the annotated and non-annotated tapes were utilized, it quickly became apparent that the non-annotated tapes would not be successful, therefore this phase of the program was dropped. Also, some pilot studies were run with speeding up the rate of reading on the tapes, or slowing down the rate of reading on the tapes for those students who were particularly slow and it was likewise found that this did not seem to make much difference and therefore this aspect of the program was dropped.

There were no non-profit private schools within the school district and therefore no non-profit private schools were involved in the planning.

The expertise of the County schools office and of the Northern California Title III P. A. C. E. Center were utilized in the planning. Title III consultants assisted greatly in searching out information regarding similar types of programs, of which only one was found to exist. A short term project similar to this had been run on a Title I project in Montana, immediately after ESEA Title I came into being. However it had no plan for measuring its effectiveness and was dropped after one semester.

Title III people were also very supportive in making suggestions for evaluation of the program so as to determine its effectiveness. Assistance was solicited from the speech and drama department at Chico State College in regards to voices and students to help in the taping of the materials. They made a number of excellent suggestions such as alternating both men's and women's voices, and were a great help to the director of the project in working out some of the methods of annotating our tapes.

PROGRAM

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

1. The first year of the program, there were 45 fourth grade students in the target population (37 pre and post testings available); the second year the target population numbered 120 students throughout the fourth, fifth, and sixth grades (111 pre and post testings); and the third year, there are 186 students from grades four through eight involved in the target population.

   These participants were chosen after a pre-testing revealed they were one-half a year or more below the reading level for their particular grade. These students were identified as the children who need help in reading comprehension.

2. The specific objective of the program is to show an increase in the reading comprehension of these target population students of at least 1.2 grade levels on a standardized test, **each year.**

Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

1. The only personnel added to the program was the project director and a full-time secretary. In addition, 15 Speech/Drama students from Chico State University were employed on a part-time hourly basis to supply the reading required in the production of tapes.

2. The project director is in charge of the operation of the program which involves student testing, selection of target and non-target population, supervising the writing of commentary materials for the taping of the reading of the social studies texts, selection of readers to do the recording, and supervising the recording of the text readings. Special consideration is extended the 19 teachers involved in the project to solicit their cooperation in using the taped materials for the slow-reading students in their social studies classes. The project director also sets up yearly budget requirements and prepares State reports and prepares materials for the evaluator's use.

   The secretary's responsibilities involve typing up commentary "scripts" from the rough drafts, duplicating tapes from a master tape after the initial recording, checking tapes in and out to the students and/or teachers for their use, keeping the play-back units in operating order (changing the batteries etc.), typing of reports and correspondence, maintenance of records involving equipment and tapes, and in general supervising the smooth operation of the office.

   The Chico University students read the commentary scripts and texts in the production of tapes.

3. Both the project director and secretary are employed on a full-time basis. The readers total about 75 hours a month.

4. The project director has a life-time teaching credential as well as a background of office management and secretarial experience. She is particulary interested in writing, which is vital to the success of the project, has a good knowledge of music, which helps make the recordings more enjoyable for the children, and enjoys management.

   The secretary is taking evening courses at Chico State University, with a goal as an elementary teacher in view. She is a most conscientious worker who is able to maintain a fine rapport with students and teachers alike.

   The readers possess pleasing, well modulated voices and are able to read with vitality and interest. They have an innate ability to dramatize rather prosaic textbook reading and make it much more enjoyable for the students listening to the tapes.

5. No problems were encountered in staff selection and maintenance.

Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

1. Our report covers the years 1970 through 1973.

2. The entire three year program is covered in this report.

3. The activities are located at Fairview Elementary School and C. K. Price Junior High, Orland, California.

4. A small kitchen area at Fairview School was designated as the Project Office. This room serves satisfactorily, as it is well equipped for the storage and maintenance of tapes, due to the number of cupboards in the room.

   The duplication of cassette tapes is handled in this office also, so a large table was borrowed from the school on which to set the duplicator which is in daily operation.

5. On-site visitations by Dr. Weynard Bailey, Consultant, Program Management, proved to be most helpful as a periodic review of the program throughout the year. Also, the evaluator provided an interim report in the spring of each year, as well as the final yearly report.

6. After a review early in the first year, it was quickly determined that it was not necessary to produce a straight reading tape as well as a commentary tape. This was a duplication of unnecessary effort as the children far preferred using the tapes with the commentary materials and music.

   In this third year of the project, through a constant surveillance of the use of tapes by the junior high students and teachers, it has been determined that these teachers are less flexible and less inclined to want to use the tapes to assist the slow readers! The exact opposite is true in the case of second and third grade teachers who are literally begging for assistance with the children who need immediate reading help, and in turn those children think it is a great "lark" to be able to use this special equipment.

   With this situation in mind, our consultant has suggested that we modify our project at this stage and request approval to go into the lower grades in order to give them some assistance in the taping of materials for their use. These materials may also be adapted for use in the middle and upper grades. After some review, we have come to the conclusion that this material would not be well accepted by the mass of the seventh and eighth grade students. However, in filling the needs of some remedial students, this easier-reading material would be most usable. We are also going to be offering middle-grade materials to the junior high teachers for use with their students needing reading assistance.

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

1. The main activity engaged in by the target population students is to listen to the tape at the same time they read along in their social studies text.

2. This activity is directly related to the program objective which proposes to increase the reading comprehension of the slow readers through the combination of listening while reading. We feel, we are, "Helping them over the hurdle of hard words."

3. A play-back unit was made available to each target student, which he could use in the classroom, at the discretion of his teacher, or which he could take home and use each evening. In addition, the taped lesson involving 15 to 18 minutes of reading and listening, and which covered from three to six pages of study, was made available to the student via a cassette tape.

   A listening post with eight individual controls was made available to those teachers who wished to maintain a firmer direction of the reading/listening activities of their target students.

4. Each teacher handles her social studies class as she wishes. The tapes and play-back equipment are made available for her use and as she assigns a certain portion of the text to be read, she requests tapes from the project office to cover this portion of the assignment. As mentioned above, the tapes can be used in the classroom, or taken home by the student. Some teachers concentrate heavily on certain portions of the text, while others breeze through the book quickly and keep up a speedy flow of tapes in and out of the office.

5. Again, this is entirely left to teacher preference. Some like the target group to work around the listening post, while others prefer to let the target students take their reading/listening assignment home at night. Some

teachers, (and I would hope the students help make this decision), prefer to work with the tapes right in their classroom, using the individual ear phones which obliterate the sound from the play-back unit.

6. In general, there are usually seven to ten target students in each one-teacher class of approximately 30 students.

7. Their feedback comes through a personal sense of accomplishment in being able to contribute to the classroom discussion, as testified to by the target teachers. Also, these slow-readers are now able to fill in worksheet reading assignments and answer test questions, which they had not been able to do prior to working with the tapes.

8. The parents are principally appraised of their child's progress through parent conferences and the good old reliable report card system.

9. This would be difficult to assess, inasmuch as each of the 19 teachers handles her (or his) class in his own individual manner.

10. Music is our prime source of motivation. In the production of tapes, we have discovered that the children immediately respond to the addition of music in any section of the lesson, so we use it as often as we are able in the introduction of a lesson, upon its completion or even mid-way through, if the script and/or text lends itself to the addition of music.

Some teachers have been so pleased with a particular taped lesson that they have played the tape for the entire class to enjoy, and without question, it will be one of the tapes on which we have devoted a good deal of careful thought to the appropriate music.

We would hope that each teacher also spends a certain amount of her time in the introduction of a lesson, in motivating the target, as well as the non-target students, in wanting to find out something new and constructive about that lesson for the day.

11. There is no difference in activities or methods between the comparison and the program group, except for the use of the play-back units and tapes by the latter.

Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

1. The crux of our project depends upon the production of cassette tapes containing the reading of the social studies texts. These tapes are produced through a process of writing a commentary "script" for each lesson throughout a book, then recording said script, together with the reading of the text for each particular lesson. This is accomplished through the efforts of 2 teachers, plus the project director, who serve as the writers of the scripts. A graduate student of Chico State University also is on the writing staff. The reading and recording of this material is handled under the supervision of the project director and with the fine assistance of 15 speech/drama students who handle the actual reading required in the scripts and texts. Two and three voices are used in the recording of each lesson. The wide variety of voice qualities and dramatic abilities lends a further degree of interest and top-quality listening to the tapes.

   From the master tape produced by these people, additional tapes are reproduced, according to the number required on an Audiotronics Duplicator in the Project office.

2. Seven recorders are used in the production of master cassettes since the readers have ultimately become proficient enough in their recordings that they can work in teams of 2 and 3 on their own. Two other recorders are used in the project office.

   The major items included in the project operation are the 200 Norelco play-back units provided for use by the target population children. In addition, three listening posts were procured for the use of teachers who prefer for their target students to work together around a central study area in the classroom.

   In addition, a supply of earphones is kept on hand for the use of those students who use the play-back units in the classroom.

3. There are no key aids or special materials, other than the tapes and play-back units involved in the program activities.

4. The program, or target population students, use the tapes and play-backs, while the nonprogram children do not.

Budget

1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

1. Program funds were obtained through a Title III ESEA grant.

2. The total costs were as follows:

1970-71	$ 8,670	
1971-72	$31,139	
1972-73	$34,118	- budget for present year as amended.
	$73,927	

3. Three years; 1970 - 1973.

4. Per pupil cost of the program over the three year period averaged out to $202.54.

   The formula followed is based upon the amount of money spent from 1970-73 in the three categories of Developmental, Implementational and Operational Expenses. These amounts were totaled and divided by the number of students in the target group for the 3 years. This target figure used is based on the actual number of students receiving the service of the program, even though they may not have had a pre and post testing, since many joined the program after school began and after the pre testing was completed. Some children also moved away from the area just before the post testing was accomplished, and so were not counted in the testing groups -- even though they received the benefits of the program throughout the year.

5. Since the general activity of the program encompases one period a day, and since the general cost of education is $735 per ADA and we have six periods in a normal day, the pupil cost of the regular school program is $122.50, while our experimental cost runs $202.

6. The Orland Project Office will be happy to supply complete budgetary information on any facet of the operating costs of the project.

7. Total costs for the years of the project, 1970-73 are as follows:

Developmental	$34,660
Implementational	34,435
Operational	4,832
	$73,927

8. Attached is a cost breakdown for the three year period by budget categories.

TOTAL COSTS OF PROJECT 1970-73

	Developmental	Implementational	Operational	Total Expended	Total Budgeted	Target Population	
						Actual	Based on Pre & Post testing
1970-71	$ 3,509	$ 1,239	$ 3,922	$ 8,670	$10,891	45	37
1971-72	14,168	16,511	460	31,139	39,454 (as ammended)	120	111
1972-73	16,985	16,685	450	34,118	34,118 (as ammended)	186	186
	$34,662	$34,435	$ 4,832	$73,927	$84,463	351	334

RECAP OF BUDGET FOR ORLAND PROJECT
(as originally proposed before amendments)
1970 - 1973

	Expenditure Accounts	1970-71	1971-72	1972-73
7-213.01	Project Director		12,000	12,600
213.02	Project Teachers (writers and substitutes for 71-72)	4,550	6,790	5,040
213.04	Project Writers (Teachers)		(included in 213.02 above)	2,820
220.01	Secretary	1,000	4,746	4,750
220.02	Recorders (Readers)	1,400	4,000	4,760
291.01	Instructional Materials and Supplies	1,283	7,218	6,767
292.01	Materials - In-service workshop		450	150
292.02	Materials - Tests		1,600	1,500
292.03	Consultant, In-Service		1,000	100
292.04	Consultant, Evaluation	1,500	900	1,300
292.05	Travel - Staff	400	1,174	170
292.06	Travel - Consultants		137	214
691.01	Communications		210	300
793.01	Operations (Repair)		600	714
892.01	Lease of Equipment		725	725
1269.01	Equipment	758	125	190

Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

1. The parents played an integral part in the success of the program. Before the project ever commenced, the teachers made personal calls on all of the parents of the target population students, soliciting their support in supervising the use of the equipment when their child brought it home in the evening.

2. Each individual parent was called upon in his own home the first two years of the project, rather than asking them to come to special meetings at school.

   In the first year of the project, each of the 45 parents of the target group was contacted through a personal visit from his child's teacher before the project began in the fall of 1970. At that time, the project was fully explained to the family, together with the part their child played and what the project hoped to accomplish for their child.

   The parents were asked to see that the child read along in his text at the same time that he was listening to the tape. The theory of the double impact of the reading and listening was explained to them and their cooperation was requested in this supervision. Without question, they were delighted to hear that some special aid was being extended their slow-reader, and they expressed great willingness to help.

   A follow-up contact was made four months after school began, in order to ascertain whether the parental interest was at the same high level it had been at the beginning of the project. The parents were found to be still as enthusiastic as they were when initially approached.

   A final conference was held in the spring in combination with the yearly parent conferences at school, and at this meeting the three target teachers ascertained the degree to which the parents felt the project was helping their child. Interest and enthusiasm was still high, as was the parents' appreciation of the help being extended their child.

   The second year of the project, these same original target population parents were contacted again before the beginning of school, in the fall of 1971. In addition to the original 45 students in the fourth grade, there were now 75 more people comprising the target population.

   The new cadre of target teachers, now totaling 14, began their home visits to all target population parents in the late summer and fall of 1971, to again solicit the cooperation of the parents for the ensuing year.

A form, named the Parental Follow-up Contact Report, was designed early in the formation of the project, which listed the name of the student, the date visited with the parent, and comments made by the parents indicating their interest, or lack of it, in the project.

This form was well used the second year for the original call on the 120 parents in the fall, and in March of 1972.

Most of the teachers, after making the original home call, felt that a good rapport had been established between them which was reflected in receptive feelings toward the project, and they felt it was time well spent.

Parent conferences were held during the month of November at school, enabling teachers to again discuss the project with individual parents. Following these conferences, even though the project proposed that the teachers make follow-up home calls with target population parents, it was felt by the teachers and the Project Coordinator that additional home calls would be unnecessary and might even become a source of annoyance to the parents. Accordingly, a Second Parental Contact Sheet recorded comments made by the parents during the spring school parent conferences in March 1972. A recap of these comments is included with this application.

It is apparent that the majority of the parents were in strong agreement that the project was proving to be helpful to their children and were most appreciative of the individual assistance being offered in the field of reading comprehension.

Since these same children comprise the bulk of the 200 target population students for the third year, it was felt by the project staff teachers that it would be wiser to contact the parents this year via a letter mid-year, asking for their comments again.

3. There were no community groups involved in the program.

4. The community was kept informed of the project activities through presentations made to the local PTA by the Project Director. Also, reports were given the Elementary School Board throughout the years, and the local Orland UNIT REGISTER featured the project in a December 1972 issue. A copy of this news story is included.

5. No problems arose with the parents or community.. They were most grateful for the assistance offered their children in reading.

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

1. The program could be modified and well serve the needs of bilingual children and those in special education classes, as well as children who are partially sighted. Since the tapes are designed to aid the reader-listener in understanding what he is reading, the comprehension level of the children can realistically raise. Also, the tapes help him in perfecting his decoding skills, as he hears the word at the same time he is reading it.

2. In adopting this program, the following suggested procedural outline might prove helpful to those individuals planning their target activities.

    1. Gather information concerning the program through
        - A. Workshop attendance
        - B. Site visitation

    2. Secure staff committment
        - A. Have demonstrations within the district
        - B. Identify the interested teachers
        - C. Involve the teachers in further planning
        - D. Obtain board approval for planning

    3. **Develop** implementation plans
        - A. Indentify teachers, pupils, and grade levels
        - B. Plan parent orientation and involvement
        - C. Plan student orientation and involvement
        - D. Plan evaluation (pre- and post-assessments of reading skills)
        - E. Develop classroom schedules for program

    4. Secure program materials
        - A. Buy completed tapes or secure master tapes for reproduction by district
        - B. Secure required play back units and/or listening posts with earphones

    5. Implement program
        - A. Involve students in program
        - B. Gather pre-post test data
        - C. Secure student/parent/teacher reactions
        - D. Report program results to school board and community
        - E. Plan program revisions, modification, and expansions.

3. It is advised that the following things should be avoided:

    1. A delay in the use of the program as students progress through grade levels since it has been found that the older students are more difficult to involve in the project.

2. Improper use of tapes. The reading/listening sessions should be short, guided and purposeful. The student should read along in his book while listening.

3. District planning in early stage to make own tapes. The process requires highly refined taping techniques, a keen hearing, a flair for showmanship, clear diction, reading finesse with dramatic overtones, the proper use of background music, etc.

4. The program could definitely be phased in on a small scale to begin with since a strong feature of the program involves one interested teacher, plus one group of slow readers, plus one set of tapes and support resources adds up to one innovative district program.

5. No, the program really has one component and must be adopted as such. A district can integrate the use of this component with many other reading activities. This does not involve a total reading program, however.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.

2. List the number of visitors from outside the project area.

3. Provide the cost of dissemination during the last budget period.

4. Provide the total cost of dissemination including prior budget periods (if possible).

*1. To date, we have received 31 unsolicited requests for information within and outside the project area.

2. Since no publicity has been in progress concerning the project, the number of visitors to the project has been negligible and consists primarily of teachers within the county who have heard of the project through contact with teachers presently using the tapes. This number would exceed no more than four or five; however, a number of teachers in Glenn and Butte Counties have made written and verbal inquiry. These people are included in the 31 requests mentioned above.

3. No money has been spent on any dissemination, as we merely loaned a tape to the inquiring teachers for their preview and perusual.

4. Nothing has been spent on dissemination of any kind to date.

* Copies of typical requests are attached.

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

1. The target population children in the program were chosen following the administration of the California Test of Basic Skills given all children in grades involved in the project for each particular year's operation. Those showing a reading score of one-half year or more below grade level were designated as the target population for that particular year.

   The adults in the program were the regular classroom teachers at Fairview and/or C. K. Price schools.

2. The remaining students in each room who were not included in the target group were considered the comparison group.

3. Yes, these participants are usually involved in a special reading assistance program, some need speech therapy, and a number of the target population people are involved in the migrant education program. Four students are also involved in a county-wide transition program.

4. In the first year, 1970-71, one child left the program and moved to another town.

   In the second year, 1971-72, eight children moved away.

   In the third year 1972-73, 9 children have moved away.

5.

6. Children are added to the program at any time that teacher judgement indicates someone needs help in his reading of the social studies text and if

the teacher feels he would benefit from the use of our tapings of the text. We do not solicit replacements for drop-outs.

7. If a child is absent from school at the time the tapes are being used in the classroom, he is welcome to take a play-back unit home, together with the tape, and review his assignment in the evening, so I think we are safe in assuming that there are very few participants who do not receive the program often, due to their poor attendance.

8. Since the use of the tapes usually centers around the classroom, and since the students are required to attend classes, I guess we could assume that the attendance could be termed "voluntary"! Seriously, a number of requests from children not originally classified as target population people have been received, in which they asked if they could use the tapes, as they felt the tapes were helpful in reading and understanding their social studies texts.

9. The evaluation group, or the target group as we know them, was one portion of the program group, while the remaining children in all of the rooms involved in the project were considered as the control factor.

Describing Participants

1. Which participants received the Program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

1. The participants receiving the program were those children in grades four through eight who were tested and found to be reading one-half year or more below grade level.

2. & 3. The first year of the program, 31 children in the fourth grade were the original participants in the program. The second year, there were 111 children in grades four through six, while in the third year, there were 186 students in the target population from grades four through eight.

	GIRLS	BOYS	
1970-71	14	17	(Based on pre & post test)
1971-72	48	63	(Based on pre & post test)
1972-73	61	125	(Current target population)

5. Since the first year of the program involved only fourth grade youngsters, before the beginning of that school year, we reviewed the scores from the Stanford Achievement Test given all third graders three months earlier. This gave us a "tentative target population" only.

6. The one special characteristic that can be applied to the target population is that if these children have a problem reading their social studies text, they have a problem reading anything and everything. Consequently, these people are usually classified as "slow-learners" or "under-achievers" and quite often feel they can never succeed at anything they undertake.

This is what is so gratifying about our particular project--we feel we are helping the under-achiever to possibly experience his first feeling of accomplishment, for he can at last understand what he is reading about, through the use of our tapes.

DEVELOPING READING COMPREHENSION
IN CONTENT AREAS

EVALUATION REPORT

BETTY DEGERING
PROJECT DIRECTOR

DR. CHARLES J. HAHN, SUPERINTENDENT
ORLAND JOINT UNION ELEMENTARY DISTRICT
ORLAND, CALIFORNIA

PREPARED BY
INSTRUCTIONAL SYSTEM TECHNOLOGY COMPANY
DONALD L. GOODWIN, PRESIDENT
JULY, 1973

DEVELOPING READING COMPREHENSION

FINAL EVALUATION REPORT

INTRODUCTION

The format of this report will allow for the presentation of information in three related sections.

Section I contains a process evaluation, an assessment of management efficiency in implementing activities in accordance with project intent as set forth in the continuation proposal. Since this was the third and final year of regular project operation, this part of the report can appropriately be presented in a brief and summarized form.

Section II contains the statistical information which is required by operational guidelines and which is necessary to determine the effectiveness of program activities. This material is arranged to comply with the suggested format developed by state personnel.

Section III contains an interpretative narrative drawn from the data, summary statements which represent the evaluator's judgments concerning project merit, and recommendations based on the evaluator's experience with the implementation of the project during the three-year period.

SECTION I

PROCESS EVALUATION

This project during the 1972-73 school year completed its third and final year of operation. Based on program merit and a thorough assessment of the effectiveness of implementation during this three-year period, the project was selected in the spring of 1973 for statewide dissemination during the coming year. This action constitutes testimony with respect to the effectiveness of project implementation.

To determine the degree of management efficiency, the evaluator sought the following types of information with respect to each major function set forth in the Continuation Proposal for the 1972-73 year of operation:

1. To what extent was the function accomplished?
2. Were pre-planning and support requirements adequate to support implementation?
3. Did implementation occur on schedule as planned?
4. Were any unexpected problems encountered during implementation?

The outline below contains a statement of each of the major functions, a description of the activities which resulted in achievement of the function, and an assessment of management efficiency in implementation.

Major Function	Activities	Assessment
1.0 Identify target population in grades four through eight	All students in grades four through eight, with a tested reading deficiency of .5 grade level or more, were identified for the target population.	Project records indicate the inclusion of all potential target students. In a few instances students were removed upon recommendations by classroom teachers when normal achievement was indicated. This function was met completely and on schedule.
2.0 Orient project staff	Based on the effectiveness of the preschool workshop in the two previous years, a workshop was again held in August, 1972. Dr. Margaret Lynch of California State University (San Francisco) served as consultant for the second consecutive year.	All teachers participated in the preschool workshop in August. Staff reactions indicated very positive ratings of the workshop planning, materials and consultant. This function was met completely and on schedule.
3.0 Prepare project materials	Previously prepared taped materials were organized and made available to teachers in grades 4-6.	Checks with all participating teachers verified the presence of taped materials as needed.
	New taped materials were prepared for teachers in grades 7-8.	Prior administrative experience enabled project staff to meet this function completely on time.

Major Function	Activities	Assessment
4.0 Implement program	Participating teachers were provided with lists of target students and assisted in orienting them to project equipment and tapes. Supervision was provided of continued script writing and editing and tape production.	The participation of all teachers in the program, the verification by teachers of the availability of materials and equipment as required, and the processing of program data as scheduled are factors which document that this function was met completely and on schedule.
5.0 Develop evaluation strategy	The project director contracted for the evaluation, met with the evaluator to agree on the procedures to be followed in data processing, and verified the appropriateness of forms and recording techniques to be utilized.	Data processing techniques, set forth prior to the start of the year, have been followed completely. In addition, adjustments were made in the testing schedule to support state requirements for an interim report. The function, as revised was met completely.
6.0 Implement/monitor/ evaluate instructional program	Tapes and playback units were made available to classrooms for use by identified target students. Encouragement and assistance were provided teachers in use of project materials.	The program was expanded to grades 4-8, with minimum effectiveness in implementation noted at upper grade levels. Project management was very effective

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

1. Statistical measures of central tendency were used to determine the achievement or non-achievement of the project objective.

2. The students in each grade were given a pre and post test, using the Comprehensive Test of Basic Skills. The individual gain was noted and charted. Those who achieved according to the project objective were counted and a determination of the percentage of the target population was noted. If 9 out of 12 achieved performance level, this then would constitute two thirds of the class. The total achievers for the entire group were counted in the same manner.

3. The project specifically stated that the target group would have a performance level of .5 grade below, or less. There was no choice to match the measures to capability other than what was done.

4. The classroom teacher administered the CTBS. The data processor has a MA degree in Instructional Systems.

5. Approximately 8 months elapsed between pre and post testing.

SECTION II

STATISTICAL INFORMATION

This section deals specifically with the information requested in state guidelines, the data collected during this project year and an indication of project results.

What data were obtained from the measures applied?

The California Test of Basic Skills was administered to all students in grades 4-8 in September and again in May, yielding achievement scores for each student on a pre- and post-test basis. This information was supplemented during the project by surveys of student and parent reaction and by records indicating teacher emphasis of this approach.

What measures of central tendency were used?

Two measures of central tendency -- the mean and the median -- were used by the evaluator in the interpretation of program results. This supports the drawing of comparisons in grades 4-6 between target and non-target populations, in addition to the determination of program effectiveness in improving reading comprehension.

What measures of dispersion were used?

The range of scores and the standard deviation were the two procedures used to indicate the dispersion of achievement scores in grades 4-6. It should be noted that the project was planned to serve students who fall a stipulated distance below normal achievement in reading and, therefore, work starts at the beginning of the school year with a target group characterized by a relatively narrow range of scores. The two measures used become important indicators of program success since effectiveness in meeting the learning needs of the target group results in a spread of achievement scores.

Include graphs and/or tables which present data more clearly.

A thorough study was made of data compiled which indicate program effectiveness, primarily during the 1972-73 year but also during the first two years of the project. These data are set forth in the Appendix on forms provided in state guidelines and are set forth in the tables which follow.

TABLE I
FREQUENCY DISTRIBUTION, READING COMPREHENSION GRADE EQUIVALENTS, CONTROL AND TARGET STUDENTS, GRADE 4

INTERVAL	FALL		SPRING	
	CONTROL	TARGET	CONTROL	TARGET
9.8-10.4	6		4	
9.1- 9.7				
8.4- 9.0	1		14	
7.7- 8.3				
7.0- 7.6	3		11	
6.3- 6.9	13		18	2
5.6- 6.2	11		4	3
4.9- 5.5	11		10	4
4.2- 4.8	15		19	5
3.5- 4.1	21	5	9	8
2.8- 3.4	9	15	1	8
2.1- 2.7	2	14	2	4
1.4- 2.0		4		1
0.7- 1.3		3		1
N	92	41	92	36

TABLE II
FREQUENCY DISTRIBUTION, READING COMPREHENSION GRADE EQUIVALENTS, CONTROL AND TARGET STUDENTS, GRADE 5

INTERVAL	FALL		SPRING	
	CONTROL	TARGET	CONTROL	TARGET
11.6-12.2	2		3	
10.9-11.5			7	
10.2-10.8	1		2	1
9.5-10.1	3		6	
8.8- 9.4	5		4	
8.1- 8.7	5		6	1
7.4- 8.0	4		4	
6.7- 7.3	10		4	1
6.0- 6.6	11		15	
5.3- 5.9	10	1	10	2
4.6- 5.2	15	1	10	6
3.9- 4.5	11	5	8	9
3.2- 3.8	3	9	3	3
2.5- 3.1	2	10		4
1.8- 2.4		5		1
1.1- 1.7		1		1
N	82	32	82	29

TABLE III
FREQUENCY DISTRIBUTION, READING COMPREHENSION GRADE EQUIVALENTS, CONTROL AND TARGET STUDENTS, GRADE 6

	FALL		SPRING	
INTERVAL	CONTROL	TARGET	CONTROL	TARGET
11.6-12.2	5		16	
10.9-11.5	11		10	
10.2-10.8	12		11	
9.5-10.1	4		8	
8.8- 9.4	12		11	
8.1- 8.7	7		8	
7.4- 8.0	5	1	6	
6.7- 7.3	8		9	4
6.0- 6.6	16	2	7	4
5.3- 5.9	8	4	3	5
4.6- 5.2	4	6	3	6
3.9- 4.5	2	10	2	5
3.2- 3.8		10		7
2.5- 3.1		6		7
1.8- 2.4		2		3
1.1- 1.7		1		
N	94	42	94	41

TABLE IV
MEAN GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-8

GRADE	CONTROL				TARGET			
	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
4	92	5.15	6.19	1.04	36	2.57	3.81	1.24
5	82	6.18	7.06	0.88	29	3.17	4.39	1.22
6	93	8.26	9.02	0.76	44	4.10	4.47	0.37
7	95	6.79	8.66	1.87	40	3.93	5.38	1.45
8	118	8.55	9.46	0.91	28	4.40	4.93	0.53

TABLE V
MEDIAN GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

GRADE	CONTROL				TARGET			
	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
4	92	4.80	6.29	1.49	36	2.72	3.80	1.08
5	82	5.95	6.42	0.47	29	3.15	4.28	1.13
6	93	8.45	9.32	0.87	44	3.99	4.41	0.42

TABLE VI
FIRST QUARTILE GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

	CONTROL				TARGET			
GRADE	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
4	92	3.85	4.56	0.71	36	2.22	3.01	0.79
5	82	4.76	5.22	0.46	29	2.59	3.44	0.85
6	93	6.37	7.31	0.94	44	3.25	3.90	0.65

TABLE VII
THIRD QUARTILE GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

	CONTROL				TARGET			
GRADE	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
4	92	6.25	7.33	1.08	36	3.20	4.85	1.65
5	82	7.31	9.01	1.70	29	3.77	4.99	1.22
6	93	10.41	11.02	0.61	44	4.84	5.63	0.79

TABLE VIII
STANDARD DEVIATIONS IN GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

GRADE	CONTROL				TARGET			
	N	FALL	SPRING	CHANGE	N	FALL	SPRING	CHANGE
4	92	1.82	1.86	.04	36	0.72	1.32	.60
5	82	1.98	2.31	.33	29	0.89	1.78	.89
6	93	2.18	1.26	.92	44	1.24	1.47	.23

TABLE IX
RANGE IN GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

GRADE	CONTROL				TARGET			
	FALL	R	SPRING	R	FALL	R	SPRING	R
4	2.4- 9.9	7.5	2.7- 9.9	7.2	1.0-4.1	3.1	1.0- 6.3	5.3
5	2.7-11.9	9.2	3.4-11.9	8.5	1.6-5.3	3.7	1.3-10.2	8.9
6	4.3-11.9	7.6	4.1-11.9	7.8	1.6-7.7	6.1	2.0- 7.3	5.3

TABLE VIII
STANDARD DEVIATIONS IN GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

GRADE	CONTROL				TARGET			
	N	FALL	SPRING	CHANGE	N	FALL	SPRING	CHANGE
4	92	1.82	1.86	.04	36	0.72	1.32	.60
5	82	1.98	2.31	.33	29	0.89	1.78	.89
6	93	2.18	1.26	.92	44	1.24	1.47	.23

TABLE IX
RANGE IN GRADE EQUIVALENTS, READING COMPREHENSION, TARGET AND CONTROL STUDENTS, GRADES 4-6

GRADE	CONTROL				TARGET			
	FALL	R	SPRING	R	FALL	R	SPRING	R
4	2.4- 9.9	7.5	2.7- 9.9	7.2	1.0-4.1	3.1	1.0- 6.3	5.3
5	2.7-11.9	9.2	3.4-11.9	8.5	1.6-5.3	3.7	1.3-10.2	8.9
6	4.3-11.9	7.6	4.1-11.9	7.8	1.6-7.7	6.1	2.0- 7.3	5.3

TABLE X
GRADE EQUIVALENTS, READING COMPREHENSION
ORIGINAL TARGET POPULATION, FALL AND SPRING, 1970-73

STUDENT	F '70	S '71	+/-	F '71	S '72	+/-	F '72	S '73	+/-
1	3.4	3.6	.2	4.6	3.7	-.9	2.5	2.3	-.2
2	2.4	5.3	2.9	4.6	3.9	-.7	7.7	7.3	-.4
3	1.8	2.3	.5	3.3	2.9	-.4	3.1	3.3	.2
4	2.2	3.3	1.1	2.0	3.3	1.3	3.4	3.5	.1
5	2.2	2.0	-.2	2.2	3.6	1.4	3.4	4.0	.6
6	2.4	2.2	-.2	2.9	3.3	.4	2.3	2.7	.4
7.	3.1	4.1	1.0	3.4	4.1	.7	5.7	6.0	.3
8	3.4	4.4	1.0	5.7	4.9	-.8	4.9	3.9	-1.0
9	2.9	4.1	1.2	3.3	3.7	.4	3.9	4.9	1.0
10	3.9	3.2	-.7	3.3	4.3	1.0	4.3	4.4	.1
11	4.2	7.6	3.4	4.0	Removed (T)		4.4	5.3	.9
12	3.1	5.0	1.9	3.3	Removed (T)		3.5	4.9	1.4
13	3.5	6.9	3.4	3.4	Removed (T)		5.5	Removed (G)	
14	3.2	4.1	.9	3.5	5.5	2.0	4.9	Removed (G)	
15	2.6	6.9	4.3	3.4	Removed (T)		6.6	Removed (G)	
16	4.1	5.3	1.2	4.3	Removed (T)		6.6	Removed (G)	
17	2.9	3.6	.7	3.6	5.3	1.7	6.6	Removed (G)	
18	2.9	3.8	.9	4.0	5.1	1.1	6.0	Removed (G)	
19	3.4	5.3	1.9	4.1	Removed (T)				
20	3.5	5.7	2.2	6.0	Removed (G)				
21	3.5	7.6	4.1	6.0	Removed (G)				
22	4.1	6.9	2.8	5.5	Removed (G)				
23	3.5	5.3	1.8	Removed (G)					
24	3.5	5.3	1.8	Removed (G)			Moved		
25	4.7	8.8	4.1	Removed (G)			Moved		
26	3.5	4.4	.9	Removed (T)					
27	1.6	3.2	1.6	4.3	8.3	4.0	Transferred, EH		
28	3.9	4.4	.5	3.7	4.7	1.0	3.7	Trans., EH	
29	3.1	5.3	2.2	Moved					
30	3.1	3.5	.4	4.6	4.0	-.6	Moved		
31	2.6	5.0	2.4	Moved					
N	31	31		25	16		19	12	
Mean	3.2	4.8		4.0	4.4		4.7	4.4	

Students 1-12: Still in program, Spring '73; 13-26: Removed by teachers (T) or growth (G); 27-28: Placed in EH class; 29-31: Moved from district

TABLE XI
STATUS OF ORIGINAL TARGET POPULATION, FALL 1970 TO SPRING 1973

SUB-GROUP	N
Target Population, Fall 1970	31
Students Tested, Spring 1973 (Grade 6)	21
Students Tested, Spring 1973 (Grade 5)	1
Students Moving from District	7
Students Transferred to EH Class	2

TABLE XII
SUB-GROUP MEAN GRADE EQUIVALENTS AND GAIN READING COMPREHENSION, FALL 1970 TO SPRING 1973

DATE	N	MEAN GRADE EQUIVALENT
Fall 1970	31	3.0
Spring 1973	22	5.6
Mean Gain, Total		2.6
Mean Gain, Annual		0.9

Sub-Group: Original Target Students Still in Regular District Classrooms in Spring 1973

TABLE XIII
SUB-GROUP MEAN GRADE EQUIVALENTS AND GAIN, READING COMPREHENSION, FALL 1970 TO SPRING 1973

DATE	N	MEAN GRADE EQUIVALENT
Fall 1970	22	3.1
Spring 1973	22	5.6
Mean Gain, Total		2.5
Mean Gain, Annual		0.8

Sub-Group: Target Students Tested in both Fall 1970 and Spring 1973

TABLE XIV
SUB-GROUP MEAN GRADE EQUIVALENTS AND GAIN, READING COMPREHENSION, FALL 1970 TO SPRING 1973

DATE	N	MEAN GRADE EQUIVALENT
Fall 1970	13	3.3
Spring 1973	13	6.2
Mean Gain, Total		2.9
Mean Gain, Annual		1.0

Sub-Group: Target Students Tested in both Fall 1970 and Spring 1973, Who Demonstrated Normal Achievement (1.0+ Gain) during First Year of Project

TABLE XV
SUB-GROUP MEAN GRADE EQUIVALENTS AND GAIN, READING COMPREHENSION, FALL 1970 TO SPRING 1973

TIME IN PROGRAM	N	MEAN GAIN, TOTAL FALL '70-SPRING '73	MEAN GAIN ANNUAL
1 Year	7	3.76	1.25
2 Years	5	2.56	0.85
3 Years	10	1.48	0.49

Sub-Groups: Target Students in Project Only 1 Year, 2 Years, or All 3 Years

TABLE XVI
MEAN GRADE EQUIVALENTS, TOTAL LANGUAGE, TARGET AND CONTROL STUDENTS, GRADES 4-8

	CONTROL				TARGET			
GRADE	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
4	92	3.99	5.47	1.48	36	2.52	3.57	1.05
5	80	5.39	6.23	0.84	29	3.20	3.93	0.73
6	93	7.24	7.88	0.64	39	4.00	4.57	0.57

TABLE XVII
MEAN GRADE EQUIVALENTS, STUDY SKILLS, TARGET AND CONTROL STUDENTS, GRADES 4-6

GRADE	CONTROL				TARGET			
	N	FALL	SPRING	GAIN	N	FALL	SPRING	GAIN
4	88	4.33	6.03	1.70	35	3.13	4.20	1.07
5	79	5.51	6.77	1.26	29	3.26	4.42	1.16
6	92	7.57	8.32	0.75	38	4.65	5.47	0.82

ANALYZING DATA

What analyses were undertaken of the data?

As set forth in the preceding tables, a variety of statistical treatments were applied to project data to permit thorough analysis and interpretation. Specifically, analysis of data included the following:

1. Development of frequency distributions of the grade equivalents in reading comprehension of all target and control students in grades 4, 5 and 6, September and May, 1972-73
2. Computation of the mean grade equivalents in reading comprehension of target and control groups in grades 4, 5, 6, 7, and 8, with resultant gains in achievement by groups, September and May, 1972-73
3. Computation of the median grade equivalents in reading comprehension of target and control groups in grades 4, 5, and 6, with resultant gains in achievement by groups, September and May, 1972-73
4. Computation of first and third quartile grade equivalents in reading comprehension of target and control groups in grades 4, 5, and 6, with resultant gains in achievement by groups, September and May, 1972-73
5. Computation of standard deviations in grade equivalents in reading comprehension of target and control groups in grades 4, 5, and 6, with resultant changes in degree of dispersion by groups, September and May, 1972-73
6. Determination of the range in grade equivalents in reading comprehension of target and control groups in grades 4, 5, and 6, September and May, 1972-73
7. Consolidation of the grade equivalents in reading comprehension of the original target student population, including individual scores and group means, September and May, 1970-71, 1971-72 and 1972-73
8. Determination of the current enrollment status of members of the original target student population
9. Computation and comparison of the total and annual mean gains in grade equivalents in reading comprehension of the target student population (N=31), September 1970, and target student population (N=22), May 1973

10. Computation and comparison of the total and annual mean gains in grade equivalents in reading comprehension of the members of the target student population tested in both September 1970 and May 1973

11. Computation and comparison of the total and annual mean gains in grade equivalents in reading comprehension of the members of the target student population tested in both September 1970 and May 1973, who demonstrated normal achievement (a gain of 1.0 or more) during the first year of the project

12. Computation and comparison of the total and annual mean gains in grade equivalents in reading comprehension of target students by number of years in the program

13. Computation of the mean grade equivalents in total language skills of target and control groups in grades 4, 5, and 6, with resultant gains in achievement by groups, September and May, 1972-73

14. Computation of the mean grade equivalents in study skills of target and control groups in grades 4, 5, and 6, with resultant gains in achievement by groups, September and May, 1972-73

What was the basis for judging the progress of the program group?

In determining the progress of the target student population and the effectiveness of the program approach to the improvement of reading comprehension, extensive attention was given to:

1. Comparisons at each grade level of the gains in reading comprehension demonstrated by target and control groups

2. Determination of the progress of target students since the program was initiated in the fall of 1970

3. Indications of contributions to student progress through an increased dispersion of scores in reading comprehension

4. Determination of the effect of participation in the program on students at the two extremes of achievement

5. Determination of target student progress in total language skills and in study skills

What comparisons were drawn for subsamples?

The evaluation design designates a subsample at each grade level to serve as the target sample, with the subsample made up of students falling a stipulated distance below normal achievement in reading comprehension. This evaluation goes beyond this, however, with comparisons involving more finely drawn samples, and these groups include:

1. Students in the first and third quartiles of both target and control groups in grades 4, 5 and 6

   Query: what effect does this program have upon the reading comprehension of the least and most capable target students at each of these grade levels?

2. Students who comprised the original target population in grade four when the project started in 1970-71

   Query: what effect has this program had on the reading comprehension of the students who have had the greatest opportunity to receive benefits?

3. Students included in the original target population and enrolled in regular district classrooms in May 1973

   Query: what effect has this program had on the reading comprehension of students who had the opportunity to spend three years in this approach, considering group means and disregarding the fact that many were not involved over this period of time?

4. Students included in the original target population, enrolled in regular district classrooms in May 1973, and with a demonstrated capability of benefitting immediately from the program approach by showing a gain of 1 grade equivalent or more in reading comprehension during the 1970-71 school year

   Query: when students who demonstrate inability to benefit from this program approach are ignored in assessment, what gains do the remaining target students demonstrate over the three-year period?

5. Sub-groups of students who received program benefits for 1, 2 and 3 years

   Query: what is the relationship between the number of years spent in the program and improved achievement in reading comprehension?

6. Target student performance in the areas of total language skills and study skills

   Query: what relationship exists between target student performance in reaching comprehension and total language and study skills?

What evidence is there that those who attended more gained more from the program?

The relationship between performance by students and the length of time spent in the program will be discussed in greater detail below. It should be noted, however, the achievement data and observation by the evaluator indicate that positive results from this approach appeared to be based upon:

1. The compatibility of this approach with the individual's learning needs and learning mode
2. The grade level at which program intervention occurs
3. The degree or extent to which the program approach is made an integrated and welcome part of the total classroom learning environment

In direct answer to the question raised, this program originated in grade four, and students were dropped from the target group as normal reading comprehension resulted. Accordingly, those remaining in the program for an extended number of years were drawn from the ones who demonstrated the least ability to benefit, and the results of the grade six group (for example) never approached the performance of those in grade four.

INTERIM OBJECTIVES AND FINDINGS

and

PROJECT OBJECTIVES AND FINDINGS

What were the interim objectives of the program?

Information comprising the response to this question (and to the related queries in this section of the guidelines) was presented in the interim evaluation report prepared in February of 1973. To avoid duplication, the brief report is included as a part of the Appendix to this document.

What were the project objectives of the program?

The project objective is: At least two-thirds of the students with reading difficulties contributing to performance below grade level at entry to grades four through eight will, at the year's end, show an increase in reading comprehension of at least 1.2 levels on a standardized test.

State the findings in ordinary language.

It should be noted that the above objective has remained constant throughout the project, although results from the beginning have supported the conclusion that the performance requirements were unrealistic. Grade by grade, the results this year are:

1. Grade 4 (N = 36): 45% met the objective of 1.2+ -- 22% had an achievement gain of .8 to 1.1 -- 33% gained .7 grade or less.
2. Grade 5 (N = 29): 48% met the objective -- 14% had gains of .8 to 1.1 -- 38% had gains of .7 grade or less.
3. Grade 6 (N = 39): 21% met the objective -- 10% gains of .8 to 1.1 -- 69% of .7 grade or less.
4. Grade 7 (N = 40): 58% met the objective -- 2% gained .8 to 1.1 -- 40% of .7 grade or less.
5. Grade 8 (N = 28): 32% met the objective -- 7% gains of .8 to 1.1 -- 61% of .7 grade or less.

Strictly speaking, performance of students did not reach the desired level in any grade. Several major considerations should be cited, however, in assessing the merits of the program:

1. The target population at these levels is comprised of students who fall below normal achievement in reading comprehension (starting the year one-half grade or more behind).

2. In Grades 4 and 5, project effectiveness is documented and commendable. Two-thirds of the Grade 4 group improved reading comprehension by .8 grade level or more, while similar results (a total of 62%) were forthcoming in Grade 5.

3. Project results at the upper grade levels were unsatisfactory and uncertain. Observation and discussions indicated that the program implementation in most classrooms did not appear effective, with the program approach not constituting a regular and constant factor in the learning activities of many of the target students.

Because of the inability to verify project effects during this year, data from grades 7 and 8 have not been emphasized in this evaluation, although mean achievement in reading comprehension is included in the tabular information. Additional comments are made concerning this aspect of project implementation in the next section.

Indicate clearly success or failure for each objective.

Project-generated data, discussions with the project staff and teachers and observation of program activities have given the evaluator a sound basis upon which to base an assessment of unique areas of project success and failure.

Briefly stated, and with specific reference to the major objective set forth above, areas of noted success are:

1. Materials preparation: the project has demonstrated that district personnel with minimum resources can prepare quality tapes of texts to support pupil learning.

2. Classroom effectiveness of program: consistently in grade four and to a lesser degree in grade five, teachers have demonstrated that this program can be utilized effectively

and with a minimum of organizational problems to help individualize learning activities for students who need special attention.

3. Student and parent reaction: a thorough survey of students and parents in years one and two, and a verification sampling this year, indicate that this approach is pleasant to both groups. This becomes especially true as the quality of the tapes improve and varied taping techniques are used.

4. Dissemination potential: the response to inquiries during the past year and presentations to teachers groups at a limited number of meetings have given clear evidence that this approach is viewed by many teachers as a valuable resource in meeting individualized instructional needs.

One major area of failure or difficulty can be stressed at this point. The project director can be commended for the fidelity with which implementation has occurred during the three-year period. Originally, it appeared logical in planning that an initial piloting success of the program in grade four should be followed by expanding the program upward through grade eight, thereby meeting the difficult reading problems where the ability to understand content materials becomes increasingly important. The evaluator observes now that planning was in error for the following apparent reasons:

1. Expansion into the upper grades (particularly in a project stage) meant that the target population at the new levels would be made up of students to some degree who had been in the program and not been successful.

2. Without extensive inservice training and thorough preplanning, many districts may find it difficult to get the program implemented in regular classrooms on an effective basis.

3. Without extensive effort favorable student reaction may be more difficult to secure at the upper levels (a statement which is applicable to many approaches).

Can the findings be generalized?

The evaluator can find no reason why the findings in the implementation of this project are not applicable to all elementary districts. More positively stated, it is believed that the program can make a significant contribution to improved reading comprehension for half to two-thirds of children with problems in this respect in grades three through five.

What were the causative factors for unmet objectives?

Although the performance requirement was not met by the project (as noted above), the evaluator believes that documented results support the soundness and merit of the program. The unmet portion of the objective relates to attempts to make it applicable in grades 7 and 8. The major causative factor here for lack of success rests primarily in the inability to secure or encourage thorough instructional revisions in classrooms where implementation was attempted.

What are the other important findings which were not anticipated?

Most important and relevant findings in the project have been set forth above. The approval of this project for an incentive grant for dissemination during 1973-74 underscores the most important finding: the project represents an approach to individualization of instruction which can be utilized by teachers in any district to help children with problems in reading comprehension.

SECTION III

SUMMARY AND RECOMMENDATIONS

Based upon data set forth in this document, discussions with program personnel and observation, the following evaluative statements are made:

1. The project was fully implemented in 1972-73 in compliance with proposal design.

2. Although the target population varied with movements, an emphasis was placed on services during 1972-73 to a minimum of 172 students in grades 4 through 8.

3. Grade 4 and 5 target students demonstrated very significant mean gains (1.24 and 1.22 grade equivalents) in reading comprehension. Both target groups exceeded the mean gains of control groups (comprised of the remaining students in each grade), although September testing placed the target students behind the control groups by 2 1/2 to 3 grade equivalents.

4. Target students in the first quartile in grades 4 and 5 made significant mean gains in reading comprehension (.79 and .85), comparing favorably again to control groups (.71 and .46).

5. Upper quartile target students in grades 4 and 5 made sound mean gains of 1.65 and 1.22 grade equivalents in reading comprehension (compared to control gains of 1.08 and 1.70).

6. The increased dispersion of scores indicates clearly that this program meets individual reading comprehension problems. The measures used -- the standard deviation and range -- both show substantial changes in target groups and little change in control groups (especially in grades 4 and 5).

7. On a longitudinal basis, merit of the program is documented. Of the original target population of 31 students:

    a. The 22 remaining in the district have demonstrated an annual grade equivalent gain in reading comprehension of .8.

    b. When 9 students are disregarded who did not progress satisfactorily in year 1 (1970-71), the remaining 13 have a comparable annual gain of 1.0.

8. Target students gained significantly in reading comprehension in grade 4 (1.25), less in grade 5 after two years in the program (.85), and still less in year three in grade 6 (.49).
9. Grade 4 and 5 target students demonstrated during the year significant mean gains in total language (1.05 and .73) and in study skills (1.07 and 1.16).

Based upon a careful study of available information and upon experience in the evaluation activity for three years, the following specific recommendations are made:

1. The program merits dissemination, and the district is encouraged to cooperate with State Department personnel in implementation of the incentive grant.
2. The program approach appears to be most effective below grade 6, and implementation in grades 3, 4 and 5 appears most logical.
3. Any district planning to adopt the approach should use operational procedures which minimize the taping chore while assuring quality products.

APPENDIX

A. Required Reporting Forms

1. Summary of Measurement Data by Grade Level
2. Summary of Objectives Accomplished
3. Summary of Program Elements
4. Summary of Project versus Comparison Group Gains
5. Code List for Identifying Evaluation Measures

B. Interim Evaluation Report, February 1973

APPENDIX A

1. Summary of Measurement Data by Grade Level

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

PROJECT NUMBER 0 3 1 2

Measurement: Mean G.E., Reading Comprehension
Groups : All Target Students Tested, Grades 4-8, 1972-73

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	41	2.60	5-73	04	36	3.81	87.8	1.21	GE	
5	"	"	32	3.21	"	"	29	4.39	90.6	1.18	"	
6	"	"	44	4.07	"	"	41	4.53	90.9	0.46	"	
7	"	"	40	3.93	"	"	40	5.38	100.0	1.45	"	
8	"	"	28	4.40	"	"	28	4.93	100.0	0.53	"	
9												
10												
11												
12												

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* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, Stand for standard score, scaled for scaled scores, Freq. for frequency coun

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: Mean GE, Reading Comprehension
Groups : Target Students, taking both pre- and post-tests, Grades 4-8
Year : 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	36	2.57	5-73	04	36	3.81	100	1.24	GE	
5	"	"	29	3.17	"	"	29	4.39	"	1.22	"	
6	"	"	44	4.10	"	"	44	4.47	"	0.37	"	
7	"	"	40	3.93	"	"	40	5.38	"	1.45	"	
8	"	"	28	4.40	"	"	28	4.93	"	0.53	"	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency equ
73.

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: Mean GE, Reading Comprehension
Groups : All Control Students Tested, Grades 4-8
Year : 1972-73

	Pro-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	101	5.09	5-73	04	102	6.15	90.2	1.06	GE	
5	"	"	88	6.03	"	"	95	7.00	86.3	0.97	GE	
6	"	"	103	8.11	"	"	101	9.02	91.2	0.91	GE	
7	"	"	99	6.57	"	"	96	8.63	94.9	2.06	GE	
8	"	"	120	8.53	"	"	118	9.46	98.3	0.93	GE	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ________
FOR COMPARISON SCHOOL NO. ________
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: Mean GE, Reading Comprehension
Groups : Control students, taking both Pre- and Post-Tests, Grades 4-8
Year : 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	92	5.15	5-73	04	92	6.19	100	1.04	GE	
5	"	"	82	6.18	"	"	82	7.06	"	0.88	"	
6	"	"	93	8.26	"	"	93	9.02	"	0.76	"	
7	"	"	95	6.79	"	"	95	8.66	"	1.87	"	
8	"	"	118	8.55	"	"	118	9.46	"	0.91	"	
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: Median GE, Reading Comprehension
Groups : Target Students taking both Pre- and Post-Tests, Grades 4-6
Year : 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	36	2.72	5-73	04	36	3.80	100	1.08	GE	
5	"	"	29	3.15	"	"	29	4.28	100	1.13	"	
6	"	"	44	3.99	"	"	44	4.41	100	0.42	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency cou

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: Median GE, Reading Comprehension
Groups : Control Students, taking both Pre- and Post-Tests, Grades 4-8
Year : 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9/72	04	92	4.80	5-73	04	92	6.29	100	1.49	GE	
5	"	"	82	5.95	"	"	82	6.42	"	0.47	"	
6	"	"	93	8.45	"	"	93	9.32	"	0.87	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ________
FOR COMPARISON SCHOOL NO. ________
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: First Quartile Grade Equivalents
Groups : Target Students, taking both Pre- and Post-Tests, Grades 4-8
Year : 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	36	2.22	5-73	04	36	3.01	100	0.79	GE	
5	"	"	29	2.59	"	"	29	3.44	"	0.85	"	
6	"	"	44	3.25	"	"	44	3.90	"	0.65	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency coun

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 3 1 2

Measurement: First Quartile G.E., Reading Comprehension
Group : Control Students, taking both Pre- and Post-Tests, Grades 4-6, 1972-73

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	92	3.85	5-73	04	92	4.56	100	0.71	GE	
5	"	"	82	4.76	"	"	82	5.22	100	0.46	GE	
6	"	"	93	6.37	"	"	93	7.31	100	0.94	GE	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency cou

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 3 1 2

Measurement: Third Quartile G.E., Reading Comprehension
Group : Target Students, Taking both Pre- and Post-Tests, Grades 4-6, 1972-73

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ________
FOR COMPARISON SCHOOL NO. ________
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	36	3.20	5-73	04	36	4.85	100	1.65	GE	
5	"	"	29	3.77	"	"	29	4.99	100	1.22	GE	
6	"	"	44	4.84	"	"	44	5.63	100	0.79	GE	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency cou

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2

Measurement: Third Quartile G.E., Reading Comprehension

Group : Control Students, Taking both Pre- and Post-Tests, Grades 4-6, 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	92	6.25	5-73	04	92	7.33	100	1.08	GE	
5	"	"	82	7.31	"	"	82	9.01	100	1.70	"	
6	"	"	93	10.41	"	"	93	11.02	100	0.61	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent. %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 0 2

Measurement: Mean G.E., Reading Comprehension
Groups : Original Target Population, Moving Through Grades 4, 5 and 6, 1970-71, 1971-72, 1972-73

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-70	04	31	3.2	5-71	04	31	4.8	100	1.6	GE	
5	9-71	"	25	4.0	5-72	04	16	4.4	64	0.4	"	
6	9-72	"	19	4.7	5-73	04	12	4.4	63	-0.3	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency cou

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS X
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2

Measurement: Mean G.E., Reading Cmmprehension
Groups : All original Target Students, pre-tested in September, 1970 and post-tested in May, 1973

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-70	04	31	3.0							GE	
5												
6					5-73	04	22	5.6	71	2.6*	GE	
7												
8												
9												
10		*Annual Gain = 0.9										
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency cou

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 3 1 2
Measurement: Mean G.E., Reading Comprehension
Groups : Original Target Students Taking both pre-test in Sept. 1970 and post-test in May 1973

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												06
3												
4	9-70	04	22	3.1							GE	
5												
6					5-73	04	22	5.6	100	2.5*	GE	
7												
8												
9												
10		*Annual	Gain =	0.8								
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency cou

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2
Measurement: Mean G.E., Reading Comprehension
Groups : Original Target Students, Taking both pre-test in Sept 1970 and post-test in May 1973, excluding Students who made Unsatisfactory Progress in 1970-71

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-70	04	13	3.3							GE	
5												
6					5-73	04	13	6.2	100	2.9*	GE	
7												
8												
9		*Annual	Gain =	1.0								
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency sc

EV 73

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 3 1 2
Measurement: Mean G.E., Reading, Comprehension
Groups : Original Target Students in Program Only 1 Year and pre-tested in May 1973

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. _______
FOR COMPARISON SCHOOL NO. _______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-70	04	7	3.54							GE	
5												
6					5-73	04	7	7.30	100	3.76*	GE	
7												
8												
9		*Mean	Annual	Gain =	1.25							
10												
11												
12												

---

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, Stand for standard scores, scaled for scaled scores, Freq. for frequency coun

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ________
FOR COMPARISON SCHOOL NO. ________
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2

Measurement: Mean G.E., Reading Comprehension
Groups : Original Target Students in Program only 2 Year
and Post-Tested in May 1973

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-70	04	5	3.26							GE	
5												
6					5-73	04	5	5.82	100	2.56*	GE	
7												
8												
9												
10		Mean Annual Gain =			0.85							
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, Stand for standard scores, Scaled for scaled scores, Freq. for frequency equ

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SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of report.

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

PROJECT NUMBER 0 3 1 2

Measurement: Mean Grade Equivalent, Reading Comprehension
Groups : Original Target Students in Program all 3 Years and Post-Tested in May 1973

	Pre-test Information				Post-test Information				Pre-Post Differences			
rade evel* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-70	04	10	2.77							GE	
5												
6					5-73	04	10	4.25	100	1.48*	GE	
7												
8												
9												
10												
11		*Mean	Annual	Gain	= 0.49							
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.
** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.
*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores. scaled for scaled scores, Freq. for frequency cou

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

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PROJECT NUMBER 0 3 1 2

Measurement: Mean G.E., Total Language
Groups : Target Students taking Both Pre- and Post-Tests, Grades 4-6, 1972-73

Duplicate as needed and indicate type of repo

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade Level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	36	2.52	5-73	04	36	3.57	100	1.05	GE	
5	"	"	29	3.20	"	"	29	3.93	100	0.73	"	
6	"	"	39	4.00	"	"	39	4.57	100	0.57	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as neede

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent. %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

Duplicate as needed and indicate type of repor

PROJECT NUMBER 0 3 1 2

Measurement: Mean G.E., Total Language
Groups : Control Students, taking both Pre- and Post-Tests, Grades 4-6, 1973-73

FOR PROJECT SCHOOL NO. _ _ _ _ _ _
FOR COMPARISON SCHOOL NO. _ _ _ _ _ _
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS _

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	92	3.99	5-73	04	92	5.47	100	1.48	GE	
5	"	"	80	5.39	"	"	80	6.23	100	0.84	"	
6	"	"	93	7.24	"	"	93	7.88	100	0.64	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as neede

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 3 1 2

Measurement: Mean G. E., Study Skills
Group : Target Students, taking both Pre- and Post-Tests, Grades 4-6, 1972-73

Duplicate as needed and indicate type of rep

FOR PROJECT SCHOOL NO. ______
FOR COMPARISON SCHOOL NO. ______
FOR ALL PROJECT SCHOOLS x
FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & subject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	35	3.13	5-73	04	35	4.20	100	1.07	GE	
5	"	"	29	3.26	"	"	29	4.42	100	1.16	"	
6	"	"	38	4.65	"	"	38	5.47	100	0.82	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent. %ile for percentile equivalents, stand for standard scores, scaled for scaled scores, Freq. for frequency

SUMMARY OF MEASUREMENT DATA BY GRADE LEVEL

PROJECT NUMBER 0 3 1 2

Measurement: Mean G.E., Study Skills

Group : Control Students, Taking both Pre- and Post-Tests, Grades 4-6, 1972-73

Duplicate as needed and indicate type of repor

FOR PROJECT SCHOOL NO. ______

FOR COMPARISON SCHOOL NO. ______

FOR ALL PROJECT SCHOOLS x

FOR ALL COMPARISON SCHOOLS __

	Pre-test Information				Post-test Information				Pre-Post Differences			
Grade level* (1)	Pre-test month (2)	Code No. of test & subject** (3)	Number pre-tested (4)	Mean score (5)	Post-test month (6)	Code No. of test & sub-ject (7)	Number post-tested (8)	Mean Score (9)	Percent taking both pre- and post-tests (10)	Difference (Col. 9 minus Col. 5) (11)	Type of score*** (12)	State Use Only (13)
Pre												
K												
1												
2												
3												
4	9-72	04	88	4.33	5-73	04	88	6.03	100	1.70	GE	
5	"	"	79	5.51	"	"	79	6.77	100	1.26	"	
6	"	"	92	7.57	"	"	92	8.32	100	0.75	"	
7												
8												
9												
10												
11												
12												

* When multiple measures are to be reported for a single grade level, revise column (1) using additional lines as needed.

** Use the test list (EV. 73.12); insert an asterisk if a sub-test is used, and give its name.

*** Where appropriate, use a scaled score (otherwise, write in Raw score). Indicate the scale used; G.E. for grade equivalent, %ile for percentile equivalents, s'2nd for standard scores, scaled for scaled scores, Freq. for frequenc

APPENDIX A

2. Summary of Objectives Accomplished

PROJECT NUMBER 0 3 1 2

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SUMMARY OF OBJECTIVES ACCOMPLISHED

ctives: Record pro- objectives first, a line and enter the rim objectives rd a brief description clude quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives State yes or no (and %)*** (4)	 Successful areas (i.e., grade levels and schools)**** (5)	 Unsuccessful areas (i.e., grade levels and schools)**** (6)	Estimated cost to date (for interim objectives only) (7)	Stat use (8)
oject Objective: At least o-thirds of the students th reading difficulties ntributing to performance low grade level at entry grades 4 through 8 will, the year's end, show an crease in reading comehension of at least 1.2 vels on a standardized st.	04	1. Reach desired level of performance	Project succeeded in meeting the high performance level to following extent, by grades: 4 - 45% 5 - 48% 6 - 21% 7 - 58% 8 - 32%	Greatest levels of success directly attributable to project was in grades 4 and 5 Grade 4: 1. 67% had gain of .8 or more. 2. Mean gain of 1.24 exceeded class gain of 1.04. 3. Q_1 and Q_3 gains of .79 and 1.65 exceeded class gains of .71 and 1.08 Grade 5: 1. 62% had gain of .8 or more.	Grade 6: 1. Only 31% had gain of .8 or more. 2. Mean gain of .37 fell below class mean of .76. 3. Q_1 gain of .65 fell below class gain of .94. 4. Q_3 gain of .79 exceeded class gain of .61. Grades 7 and 8: 1. Program implementation on irregular basis -- inappropriate to base results on project.		100

*Record degree of success anticipated.

*Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

*Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

*Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 0 3 1 2

SUMMARY OF OBJECTIVES ACCOMPLISHED

ctives: Record pro- objectives first, a line and enter the rim objectives rd a brief description clude quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)	Sta us (8
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)		
				2. Mean gain of 1.22 exceeded class gain of .88. 3. Q_1 gain of .85 exceeds class gain of .46. 4. Q_3 gain of 1.22 compares favorably with class gain of 1.70.			
0 Identify target population in grades 4-8	59	According to stated criteria, all students requiring project service will be designated.	Yes - 100%	Project services were provided for an identified target group of 172.			
0 Orient project staff	59	Participation of all teachers in workshop	Yes - 100%	All staff in Grades 4-8 participated in workshop			

Record degree of success anticipated.

Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

Applies to measures of participants only, i.e., Washington school (2,3, and 5).

PROJECT NUMBER 0 3 1 2

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SUMMARY OF OBJECTIVES ACCOMPLISHED

ives: Record pro- objectives first, a line and enter the im objectives d a brief description lude quantification)* (1)	Type of measure selected (code from Form EV 73.12) (2)	Criteria for success (record by number)** (3)	Accomplishment of Objectives			Estimated cost to date (for interim objectives only) (7)	St u (
			State yes or no (and %)*** (4)	Successful areas (i.e., grade levels and schools)**** (5)	Unsuccessful areas (i.e., grade levels and schools)**** (6)		
3.0 Prepare project materials	59	Availability throughout year in target rooms of taped materials and equipment as required for student use.	Yes - 100%	Observation and teacher replies indicate: 1. All tapes were in classrooms before need developed. 2. Equipment was serviced and repaired as necessary.			
4.0 Implement program	59	Use of tapes on regular basis by target students.	Yes - 80%	Program very well implemented in grades 4-6.	Project approach never made integrated component of instructional program in grade 7 and 8.		
5.0 Evaluate program (includes develop strategy and implement/monitor/ evaluate program)	59	Preparation of reports assessing program effectiveness.	Yes - 100%	Monitoring during year provided data supportive to preparation of interim and final reports.			

Record degree of success anticipated.

Number 1 Reach desired level of performance, No. 2 Exceed comparison group, No. 3 Past performance from baseline data.

Percentage as stated in narrative, i.e., 80% of participants will --- 80% in this case equals 100% of objectives.

Applies to measures of participants only, i.e., Washington school (2,3, and 5).

APPENDIX A

3. Summary of Program Elements

PROJECT NUMBER 0 3 1 2

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program	
		Type* (3)	Program elements used (4)
1. Staffing and their Deployment Indicate regular and support personnel, by grade level and school.	In grades 4 through 8: 4 - 5 teachers 5 - 4 teachers 6 - 5 teachers 7 - 3 teachers (5 periods) 8 - 2 teachers (5 periods)	 2 2 2 2	To support instruction in grades 4 through 8: 1 - Project Director, fulltime 1 - Secretary, fulltime Readers/Recorders Teachers, Writers
2. Learning materials Basic textbooks, supplementing materials (project or commerically prepared), and special equipment.	Classrooms provided with required state texts at all grade levels, with limited supplementary library and audio-visual materials	2	Classrooms provided with tapes of all required text materials, prepared to stimulate and maintain student interest, and supported by learning center units and take-home playback units.
3. Instructional methodalogy Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.	Social science materials presented in most situations in traditional format, supplemented by activity units and infrequent field trips.	1	Listening centers and supportive home study encouraged and assisted for students with reading problems.

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular pro
or a (2) if they are a modification or addition to it.

PROJECT NUMBER 0 3 1 2

SUMMARY OF PROGRAM ELEMENTS

y type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program		State Use (5)
		Type* (3)	Program elements used (4)	
. Procedures for Individualizing Instruction Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).	Activity units used to meet individual interests and needs -- teachers working to increase degree of individualization.	1	Special materials made readily available to teachers to meet the reading problems of students in the area of social science, individualizing instruction in the classroom at special listening stations and in home study.	
. Staff Develonment Inservice experiences for improving skills and knowledge.	District inservice planned on an annual basis with teachers participating in the determination of program.	1	Thoroughly planned workshop provided to all teachers to orient them to program implementation requirements.	
. Auxiliary Services Library, health, pupil personnel services, and parent involvement.	District auziliary services are normal for district of this size: librarian, nurse, special education.	2	Program activities very supplementary to parent involvement through emphasis on effective home study.	
. Other				

Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular progra
or a (2) if thoy are a modification or addition to it.

APPENDIX A

4. Summary of Project versus Comparison Group Gains

BEST COPY

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER 0 3 1 2
Measurement: Mean G.E., Reading Comprehension
Groups : Target and Control Groups, Grades 4-8, 1972-73

de vel	School Directory 7 digit Number	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score*	State Use O
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean x or median__)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean x or median__)			
		Project	Comparison	Project	Comparison	Project	Comparison	Project	Comparison		
1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
4	11 62612			2.60	5.09			1.21	1.06	04-GE	
5	"			3.21	6.03			1.18	0.97	"	
6	"			4.07	8.11			0.46	0.91	"	
7	"			3.93	6.57			1.45	2.06	"	
8	"			4.40	8.53			0.53	0.93	"	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER 0 3 1 2
Measurement: Mean G.E., Reading Comprehension
Group : Target and Control Groups, Taking both Pre- and Post-Tests, Grades 4-8, 1972-73

rade vel	School Directory 7 digit Number	Pre-test Averages**				Pre- to Post- Gains (differences)**				Test & Type of Score*	State Use C
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean_x or median__)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean_x_ or median__)			
1)	(2)	Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)	(11)	(12)
4	11 62612			2.57	5.15			1.04	1.24	04--	
5	"			3.17	6.18			0.88	1.22	GE	
6	"			4.10	8.26			0.76	0.37	"	
7	"			3.93	6.79			1.87	1.45	"	
8	"			4.40	8.55			0.91	0.53	"	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

BEST COPY

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER 0 3 1 2

Measurement: Median G.E., Reading Comprehension
Groups : Target and Control Students, Taking both Pre- and Post-Tests, Grades 4-6, 1972-73

Grade level	School Directory 7 digit Number	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score*	State Use O
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean__ or median x)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean__ or median x)			
		Project	Comparison	Project	Comparison	Project	Comparison	Project	Comparison		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
4	11 62612			2.72	4.80			1.08	1.49	04-GE	
5	"			3.15	5.95			1.13	0.47	"	
6	"			3.99	8.45			0.42	0.87	"	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq. for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

PROJECT NUMBER 0 3 1 2

Measurement: Mean Grade Equivalents, Total Language
Groups: : Target and Control Students, Taking both Pre- and Post-Tests, Grades 4-6, 1972-73

ade vel	School Directory 7 digit Number	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score*	State Use O
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean_x or median__)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean_x or median__)			
		Project	Comparison	Project	Comparison	Project	Comparison	Project	Comparison		
1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
4	11 62612			2.52	3.99			1.05	1.48	04-GE	
5	"			3.20	5.39			0.73	0.84	"	
6	"			4.57	7.24			0.57	0.64	"	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq.for frequency count, etc.

* If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

* If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

BEST COPY AVAILABLE

SUMMARY OF PROJECT VS COMPARISON GROUP GAINS

PROJECT NUMBER 0 1 1 2

Measurement: Mean G.E., Study Skills
Groups : Target and Control Students, Taking both Pre- and Post-Tests, Grades 4-6, 1972-73

Grade level (1)	School Directory 7 digit Number (2)	Pre-test Averages**				Pre- to Post- Gains (differences)***				Test & Type of Score* (11)	State Use (12)
		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean_x_ or median__)		For Individual Schools (check mean__ or median__)		Overall the Schools (check mean_x_ or median__)			
		Project (3)	Comparison (4)	Project (5)	Comparison (6)	Project (7)	Comparison (8)	Project (9)	Comparison (10)		
4	11 62612			3.13	4.33			1.07	1.70	04-GE	
5	"			3.26	5.51			1.16	1.26	"	
6	"			4.65	7.57			0.82	0.75	"	

* Insert the test code number from form EV 73.12, and indicate the scale used; Raw for raw score, G.E. for grade equivalent, %ile for percentile rank, Stand for standard score, Freq.for frequency count, etc.

** If the averages reported are for other than the groups as they exist (e.g. matched subsets), check here__ and describe in detail on the back of the page.

*** If scores were adjusted statistically in any way, other than scaled as indicated in column (11), check here__ and describe in detail on the back of this page.

APPENDIX A

5. Code List for Identifying Evaluation Measures

BER 0 1 1 2

CODE LIST FOR IDENTIFYING EVALUATION MEASURES

ement Tests for Language and Development
ing). Include Readiness Tests.

ell
lifornia Achievement Test (63) Reading
lifornia Achievement Test (70) Reading
mprehensive Test of Basic Skills Reading
operative Primary - Reading
tes Reading Survey
tes-MacGinitie Reading Tests
lmore Oral
ay Oral
wa Test of Basic Skills
wa Test of Educational Development
e-Clark Reading Readiness (62)
e-Clark Reading Test
tropolitan Achievement-Reading (1970)
lson-Denny Reading Test
lson Reading Test (62)
ientific Research Associates
quential Tests of Educational Progress
eading
quential Tests of Educational Progress
eading - Series 11 (70)
osson Oral Reading Test
ache Diagnostic Reading Scale
anford Achievement Test - Reading
her Standardized Test

____

her Criterion Referenced Test

____

evement Tests for Mathematics

pell
alifornia Achievement Test (63) Math
alifornia Achievement Test (70) Math
omprehensive Test of Basic Skills - Math
ooperative Primary Mathematics
owa Test of Basic Skills
owa Test of Educational Development
Math (Test 4)
etropolitan Achievement - (1970) Math
(Computation Only)
RA Achievement Series - Arithmetic
equential Test of Educational Progress - Math
tanford Achievement Test - Math - Computation
Stanford Diagnostic Arithmetic Test
Stanford Early School Achievement Test (Total)
Test of Basic Experiences - Mathematics
Modern Math Understanding Test
Stanford Modern Math Concepts
Other Standardized Test

____

Other Criterion Referenced Test

____

Achievement Tests for Other School Subjects

________________________ name of subject
43 ________________________________ (test)
________________________ name of subject
44 ________________________________ (test)
________________________ name of subject
45 ________________________________ (test)

Scholastic Apptitude Tests (Intelligence)

46 ________________________________
47 ________________________________
48 ________________________________

Tests Dealing With Cognitive Skills Such as Reasoning, Creativity, Memory, etc.

49 ________________________________
50 ________________________________
51 ________________________________

Affective Measures of Temperment, Attitudes, Needs, Interests, Self-Concept, etc.

52 ________________________________
53 ________________________________
54 ________________________________

Frequency Counts or Enumeration Data of any Kind (Identify the Kind of Data and its Evaluation use).

55 ________________________________
56 ________________________________
57 ________________________________
58 ________________________________

Other (Explain Their use).

59 Office Records and Reports (used by
~~examination)~~
60 ________________________________
____
61 ________________________________
____

APPENDIX B

Interim Evaluation Report, February 1973

DEVELOPING READING COMPREHENSION IN CONTENT AREAS

INTERIM EVALUATION REPORT

BETTY DEGERING
PROJECT DIRECTOR

CHARLES J. HAHN, SUPERINTENDENT
ORLAND JOINT UNION ELEMENTARY DISTRICT
ORLAND, CALIFORNIA

PREPARED BY
INSTRUCTIONAL SYSTEM TECHNOLOGY COMPANY
DONALD L. GOODWIN, PRESIDENT
MARCH, 1973

INTERIM EVALUATION REPORT

September - December, 1972

The major objective for this year of operation of the project has not changed.

During the reporting period which consists primarily of the evaluation of learner gain or loss in reading comprehension based on the CTBS, the target population has taken on some changes. The changes are shown below according to teacher (by code), and grade.

	Teacher	Number Dropped	Number Added	Reason
Fourth Grade	A	4		Teacher judgement
	B	5		Teacher judgement
	C	4		Teacher judgement
	D	6	2	Teacher judgement and transfer
	E	2		Teacher judgement
Fifth Grade	F	2		Transferred
	G	11		Teacher judgement and transfer
	H	5		Teacher judgement, transfer, and no test scores
	I	6		Teacher judgement and transfer
Sixth Grade	J	No change		
	K	1		No test score
	L		3	No test scores available for comparison as yet
	M	No change		

As a result of the additions and deletions of the target population, the numbers of students involved, by grade, for this report are as follows:

Fourth Grade	39
Fifth Grade	28
Sixth Grade	36
TOTAL	103

The target population was tested with the appropriate CTBS tests both in September and late December, 1972. The non-target group was not tested for the interim report. The reason for non testing of the non-target group was an informal agreement between the project director and the consultant from the State Department of Education. The evaluator realizes, however, that the non-target group will be tested late spring for inclusion into the final evaluation report.

The grade level gain or loss is shown in Figure I, which follows. As in previous reports prepared by this evaluator, each teacher's identity has been disclosed only through the use of a letter coding. Figure I shows the target population (N) for each teacher by grade, the number of students who achieved a gain of 1.2 grade levels or more, 1.1 grade levels, 1.0 grade levels, .9 grade levels, and those who achieved below .9 grade levels. In addition to the above numbers, the percentage of the entire grade N is shown according to the level of gain achieved.

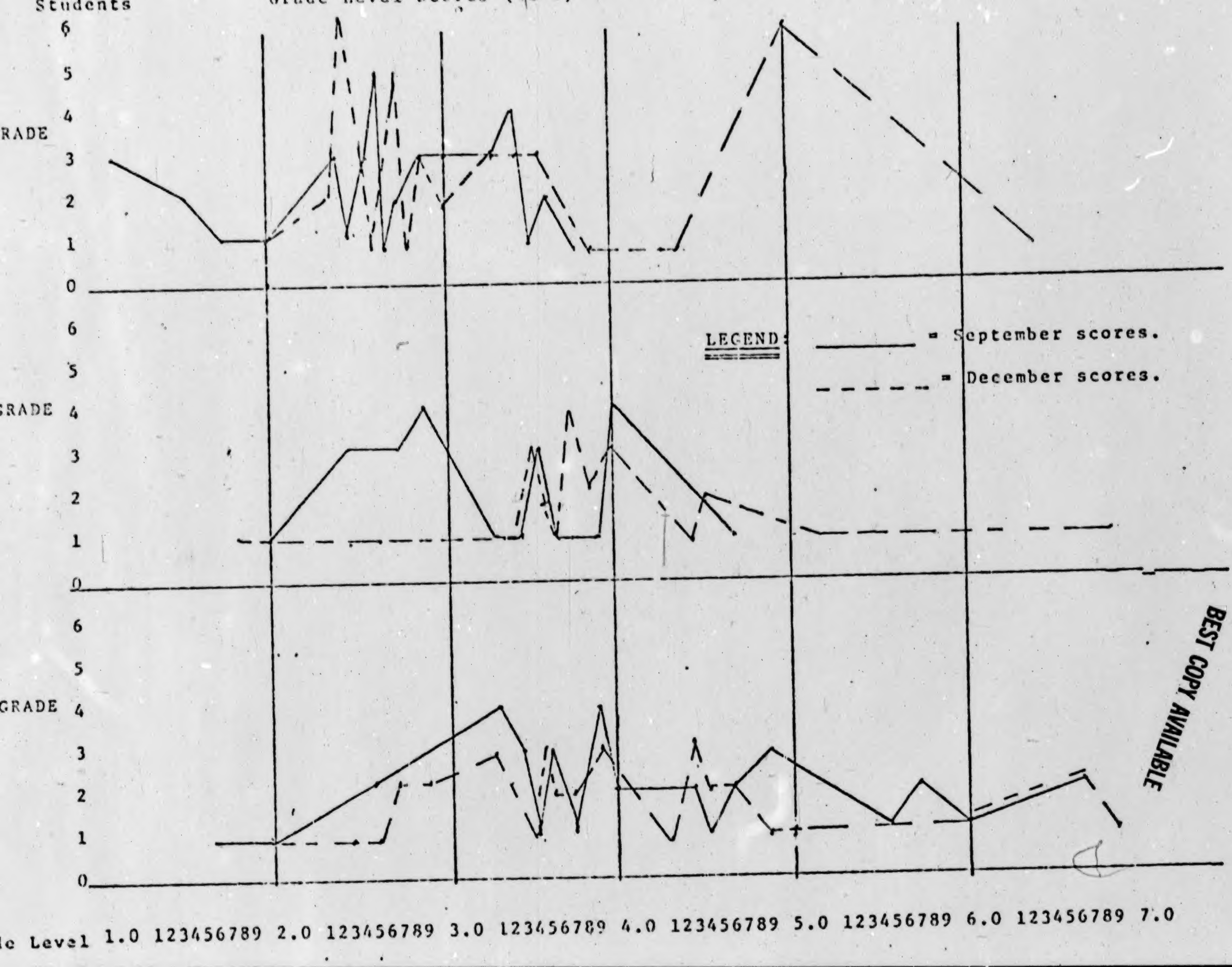
FIGURE I
Target Group
Grade Level Gain
CTBS (Comprehension)

eacher	T. Pop.	1.2 +	1.1	1.0	.9	Below .9
ourth Gr. = 39						
A	7	3				4
B	7					7
C	9	2	1	1		5
D	7	4				3
E	9	3				6
OTAL	39	12	1	1		25
. of N		30.72	2.56	2.56		64.0
ifth Gr. = 28						
F	10	2	2	0	1	5
G	8	3			1	4
H	4					4
I	6	2	1			3
OTAL	28	7	3		2	16
% of N		24.99	10.71		7.14	57.12
Sixth Gr. N = 36						
J	9		1	1	1	6
K	9		1			8
L	10	1			1	8
M	8	1				7
TOTAL	36	2	2	1	2	29
% of N		5.54	5.54	2.77	5.54	80.33

In an attempt to further clarify the difference in accomplishment of the students by grade, please refer to Figure II, on the next page.

This frequency distribution graph will show the reader in a graphic presentation, the gains that are being realized for this reporting period. It should be remembered that the difference in pre and post (interim) testing represents, at most, an instructional influence period of not more than four months.

The reader's attention is called to the range of scores presented for each of the three grades involved in the project. Note that there is "hard test data" to show that there are learners with reading difficulties who can test out at the sixth grade level in reading comprehension even in the fourth grade. In the sixth grade there appears to be a definite loss of learner gain from previous testing. At this time, the evaluator cannot give any reason for this decline. The evaluator could certainly make some conjectures, but for this report he is dealing only with test scores with which he has been supplied by the project director.


Students
Grade Level Scores
6
5
4
3
2
1
0
RADE
GRADE
GRADE
LEGEND:
= September scores.
= December scores.
le Level 1.0 123456789 2.0 123456789 3.0 123456789 4.0 123456789 5.0 123456789 6.0 123456789 7.0

A summary of grade level gain for the target population ONLY is presented in FIGURE III. This figure shows the N for each grade, the level of learner gain by numbers of learners, and the percentage of the N for the grade according to achievement. The final presentation in FIGURE III shows the total target population (N) as 103. The percentage of learners for the entire N who achieved at the level of the project objective is 20.37 percent.

FIGURE III will be found on the following page.

FIGURE III

SUMMARY
GRADE LEVEL GAIN
FOR TARGET POPULATION ONLY
Sept. - Dec., 1972 (CTBS)

FOURTH GRADE	N = 39				
GAIN	1.2 +	1.1	1.0	.9	Below .9
Number Students	12	1	1	0	25
Percentage of N	30.72	2.56	2.56		64.0

FIFTH GRADE	N = 28				
GAIN	1.2 +	1.1	1.0	.9	Below .9
Number Students	7	3	0	2	16
Percentage of N	24.99	10.71		7.14	57.12

SIXTH GRADE	N = 36				
GAIN	1.2 +	1.1	1.0	.9	Below .9
Number Students	2	2	1	2	29
Percentage of N	5.54	5.54	2.77	5.54	80.33

TOTAL TARGET POPULATION	N = 103				
Number Students	21	6	2	4	70
Percentage of N	20.37	5.82	1.94	3.88	67.9

The mean gain of learner growth was calculated by grade level and is pre-ented in FIGURE IV. The Fourth Grade learners show a mean gain of .679 grades or a period of 4 months of instruction. If this present level of gain can be ustained throughout the remainder of the school year there is an expectancy hat the mean gain could be 1.527 grades.

The Fifth Grade computed only slightly higher with a present mean of 685 for the 4 months of instruction. The computed year end expectancy could esult in an achievement of 1.541 grades again. If this gain is actually chieved by the June reporting, the level of learner gain would exceed the roject's specified numerical factor by an excess of .3 grades for the Fourth nd Fifth Grades.

The Sixth Grade effort produced a mean of .033 grades gain. The computed xpectancy would place them at a .074 final grade level gain, which falls short f the project objective. Once again, the evaluator is not able to determine rom the available data the reason for this reduced level of gain. The possi-ilities for learner progress to remain constant, reduce, or increase at an xponential rate are infinite and it is felt that this is not the appropriate ime or opportunity to hazard a guess.

FIGURE IV

MEAN GROWTH - (Grade Level)

GRADE	(4 mo. of inst.) GROWTH	Expectation at Present Rate for 9 mos. inst.
4th	.679	1.527
5th	.685	1.541
6th	.033	.074

Butte County

LAND OF NATURAL WEALTH AND BEAUTY

Thomas E. Evans
County Superintendent of Schools
Region II Office of Migrant Education
A Component of the California Plan for the
Education of Migrant Children
E.S.E.A., Title I, P.L. 89-750
2060 Third Street -:- Phone 533-2333
Oroville, California 95965

February 16, 1973

Mrs. Betty DeGering
Orland Project
201 Mill Street
Orland, California 95963

Dear Betty,

Thoroughly enjoyed your presentation in Redding last week!

Your project was discussed at our Resource Teachers' meeting on February 9, 1973, with the outcome that our staff is most anxious to see you and hear about your project. We would like to invite you to attend our next meeting which will be held on February 23, 1973, at 10:00 A.M. in our Woodland Office (Episcopal Church) 517 Second Street, Woodland.

I look forward to seeing you then, Betty.

Best regards,

William S. Waroff, Director
REGION II MIGRANT EDUCATION

Betty Vassar
Betty Vassar, Coordinator

BV:aj

Chico Unified School District Area Code 916 343-4471

Administrative Office
1163 EAST SEVENTH STREET
CHICO, CALIFORNIA 95926

November 13, 1972

Mrs. Betty DeGering, Project Director
Orland Joint Union Elementary School District
201 Mill Street
Orland, California 95963

Dear Mrs. DeGering:

We, in Chico, have heard some excellent reports on your project of taping the social studies books for those students that have trouble reading. From all reports we hear the program seems to be highly successful. As I have dabbled in this in the past, I have a feeling you are on the right track.

Is there any chance that the Chico Unified School District could borrow for previewing your tapes on the following social science books:

Voices of the Americans (Leswing Communications, Inc.) — 5th

Voices of Earth, Man's Environment (Leswing Communications, Inc.) — 5th

If you need any other information, please feel free to contact me.

Sincerely,

Ben Matthews

Ben Matthews
Director of Elementary Education

GBM:mk

Chico Unified School District **Area Code 916 343-4471**

Administrative Office
1163 EAST SEVENTH STREET
CHICO, CALIFORNIA 95926

SHASTA ELEMENTARY SCHOOL
Route 1, Box 435--A
Chico, California 95926
October 18, 1972

Mrs. Betty DeGering, Director
Orland Projects
201 Mill Street
Orland, California 95963

Dear Mrs. DeGering:

After hearing your presentation on your Social Science project, we became very interested in what you had to say. We appreciate your offer, and certainly would like to try some of your tapes.

May we try the following tapes for "Story of Our Country"? Those on the following chapters:
8, 9, 10.

Thank you again for your consideration.

Sincerely,

Maynard Hartman, Principal
Shasta Elementary School

MH/dc

Tapes delivered 10/19/72

Chico Unified School District Area Code 916 343-4471

Administrative Office
1163 EAST SEVENTH STREET
CHICO, CALIFORNIA 95926

Chapman School
November 13, 1972

Mrs. Betty DeGering
Title III Project Director
201 Mill Street
Orland, Ca 95963

Dear Mrs. DeGering,

This letter is to request a set of tapes for use in the fourth grade classes for instruction in California History.

I have listened to one of the tapes you made and was impressed with the clarity, interest level and thought-provoking questions which you presented.

There is a special need for this type of material for pupils who have difficulty with the reading level of the current textbooks.

Are tapes available for the 5th and 6th grade social studies, also? If so, we would like to request them, too.

Sincerely,

Wm. A. Lathrop
Principal

WAL:mee

Tapes delivered 11/15/72 bl

Jay Partridge School
Chico, California
October 17, 1972

Mrs. Betty DeGerring
Fairview School
201 Mill Street
Orland, California

Dear Mrs. DeGerring:

I have heard that your project has developed some tapes for the Social Studies Textbooks used currently in our schools.

Would it be possible to obtain tapes for Unit 2 (Chapters 5, 6, and 7) in "The Story of Our Country", a California State Textbook written by Clarence L. Ver Steeg?

If it is possible, would you please send them to the address listed below. Thank you very much,

Sincerely yours,

Lucille Estes

(Mrs.) Lucille Estes
Fifth grade teacher
Jay Partridge School
East Avenue
Chico, California 95926
Home 342-0786

Tapes delivered 10/20/72

California State University, Chico

Office Memorandum

From: Dr. Leo H. Kirchhoff
Assistant Professor
of Education
School of Education

Date: October 12, 1972

To: Ms. Betty DeGering
Title III Director
Fairview School
South Street at County Road L
Orland, California

Subject: Student Teacher Seminar

Dear Mrs. DeGering:

This is to confirm the date of Tuesday, October 17, at Shasta Elementary School, to share with my student teacher seminar your Intermediate Grade Social Studies program which has been put on cassette tapes. The seminar meets in the Library at Shasta at 3:30 p.m. I have 29 student teachers who attend the seminars. In addition I have invited the classroom teachers at Shasta to attend if they are available.

My pleasure meeting you at the Reading Workshop Saturday and am looking forward to your presentation on Tuesday. If you have any questions please feel free to contact me at home, 343-7132, office 345-6455, Shasta 342-8776.

Sincerely,

Leo H. Kirchhoff

MAY 1 9 1972

ORLAND PUBLIC SCHOOL

ARAMOUNT UNIFIED SCHOOL DISTRICT/15110 CALIFORNIA AVENUE/PARAMOUNT, CALIFORNIA 90723/MEtcalf 0-3131 • NEvada 6-8361

DMINISTRATION
ALMER G. CAMPEN
istrict Superintendent
ecretary to the Board
EORGE A. DIBS
ssistant Superintendent -
structional Services
ALLACE S. BRANDHOFER
ssistant Superintendent -
usiness Services
ALPH R. VILLANI
dministrative Assistant -
ersonnel

OARD OF EDUCATION
R. DAVID K. ROMBERG
resident
R. AKIRA KITANO
ce President
R. JOSEPH HAMMOND
RS. ETHEL HILLYARD
RS. SANDRA PAISLEY

May 16, 1972

ORLAND JOINT UNION ELEMENTARY SCHOOL DISTRICT
201 Mill Street
Orland, California 95963

Re: Title III ESEA Project No. 0312, Improved Reading Comprehension in Content Areas, (Operational 7-1-70)

Gentlemen:

I am interested in receiving a copy of the above project and also a summary of any results attained by this project to date.

Please mail any available information to my attention at Paramount Unified School District, RAMP Office, 15110 South California Avenue, Paramount, California 90723.

Thank you for your cooperation.

Sincerely,

Lynne R McConahey

Lynne R. McConahey
Project Leader

bjs

READING AND MATHEMATICS PROGRESS / A FEDERALLY FUNDED TITLE III PROGRAM

TITLE III ADMINISTRATION
J. H. SCARFF
Title III Project Director
L. R. McCONAHEY
Title III Project Leader

Lake School District
Route 2 Box 35 - A
Orland, Ca. 95963

Mrs. De Gering
Fairview School
Orland, Ca. 95963

Dear Mrs. De Gering,

I have become very interested in your tape library of elementary Social Science texts since viewing a demonstration at a recent I.R.A. meeting. I feel the tapes would be a great aid with my slower pupils. Would it be possible to borrow a few of the tapes for "The Story of Our Country" series?

Thank-you very much for your help.

Robert Thomason
Lake School
Robert Thomason

Tape borrowed + returned 10/13/72

TAPE EVALUATION SHEET
Orland Project
1972-73

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

(Circle one)

	Poor				Excellent
How clear was the text reading on the tape?	1	2	3	4	[✓ 5]
If music was used, to what extent do you feel it was beneficial.	1	2	3	[✓ 4]	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	[✓ 3]	4	5
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	4	[✓ 5]
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5] ++

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) Yes

NAME Annette Johns

SCHOOL Glenn Co Spec ED Cedora

GRADE LEVEL 1—6

COMMENTS:

These have been a life saver!
The exposure is much more complete than I could possibly give personally in The time we have

A John

TAPE EVALUATION SHEET
Orland Project
1972-73

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

(Circle one)

	Poor				Excellent
How clear was the text reading on the tape?	1	2	3	4	[✓ 5]
If music was used, to what extent do you feel it was beneficial.	1	2	[✓ 3]	4	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	4	[✓ 5]
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	4	[✓ 5]
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) Yes

NAME Mrs. [illegible]

SCHOOL [illegible]

GRADE LEVEL 6th

COMMENTS:

I just want to thank you for your time and effort that made the tapes available to us. They are very effective in

TAPE EVALUATION SHEET
Orland Project
1972-73

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

(Circle one)

	Poor				Excellent
How clear was the text reading on the tape?	1	2	3	[✓ 4]	5
If music was used, to what extent do you feel it was beneficial.	1	2	3	[✓ 4]	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	4	[✓ 5]
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	[✓ 4]	5
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) Yes

NAME William A. Lathrop
SCHOOL Chapman Elementary
GRADE LEVEL 4th, 5th & 6th

As principal I had a chance to listen to some on each of

COMMENTS: the intermediate grade levels.

These tapes add much to the program and are especially helpful for pupils who have

TAPE EVALUATION SHEET
Orland Project
1972-73

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

	(Circle one) Poor				Excellent
How clear was the text reading on the tape?	1	2	3	[✓ 4]	5
If music was used, to what extent do you feel it was beneficial.	1	2	3	4	[✓ 5]
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	4	[✓ 5]
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	4	[✓ 5]
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) Yes

NAME Mrs Mildred Hartman

SCHOOL Chapman[illegible]

GRADE LEVEL 4th

Our reading level goes from 0 to 1.7 — ich creates a discipline problem, as well. When ing the tapes for the entire class, everyone [illegible] chance to listen, and is able to read ng with the tape. I consider this a t help and a solution for my [illegible]

TAPE EVALUATION SHEET

Orland Project
201 Mill Street
Orland, California 95963

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

	(Circle one) Poor				Excellent
How clear was the text reading on the tape?	1	2	3	4	[✓ 5]
If music was used, to what extent do you feel it was beneficial.	1	2	3	4	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	[✓ 4]	5
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	[✓ 4]	5
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) Yes

NAME [illegible]

SCHOOL [illegible] School

GRADE LEVEL Intermediate — Elem., Jr. Hi., H.S.

DATE: January 11, 1973

COMMENTS: I have five students using tapes at this time. I feel they are excellent in [illegible] [illegible] [illegible] [illegible] the value [illegible] the use of the tapes [illegible] [illegible] [illegible] [illegible]

perhaps will be [illegible]
include other subjects.

I appreciate the courteous and immediate assistance I have received from Mrs. DeJering and Linda Baker.

I think this is a very worthwhile program.

L. Rasco

TAPE EVALUATION SHEET
Orland Project
201 Mill Street
Orland, California 95963

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

	(Circle one) Poor				Excellent
How clear was the text reading on the tape?	1	2	3	[✓ 4]	5
If music was used, to what extent do you feel it was beneficial.	1	2	3	[✓ 4]	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	[✓ 4]	5
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	[✓ 4]	5
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? ([✓ Yes] or No) ____________

NAME Lola Wiebe

SCHOOL Hooker Oak

GRADE LEVEL 4-5

DATE: 4-25-1973

COMMENTS:

Very much interested in using these next year - especially new fifth grade text tapes,

TAPE EVALUATION SHEET
Orland Project
201 Mill Street
Orland, California 95963

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

(Circle one)

	Poor				Excellent
How clear was the text reading on the tape?	1	2	[✓ 3]	4	5
If music was used, to what extent do you feel it was beneficial.	1	2	3	4	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	4	[✓ 5]
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	4	[✓ 5]
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) ✓

NAME [illegible]

SCHOOL [illegible]

GRADE LEVEL 4 - 5

DATE: 2/23/73

COMMENTS:

Would like to have more in other subject areas

TAPE EVALUATION SHEET
Orland Project
1972-73

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

(Circle one)

	Poor				Excellent
How clear was the text reading on the tape?	1	2	3	[✓ 4]	5
If music was used, to what extent do you feel it was beneficial.	1	2	3	4	[✓ 5] *
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	[✓ 4]	5
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	[✓ 4]	5
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) yes

NAME Mrs. Annette Shaw
SCHOOL Shasta Elementary
GRADE LEVEL 5th grade

* The music on the 4th grade tapes add so much to the lesson, and it would be great to have music on the 5th grade also!

TAPE EVALUATION SHEET
Orland Project
1972-73

On a scale of 1 (poor) to 5 (excellent), please rate the tapes you've been auditioning.

(Circle one)

	Poor				Excellent
How clear was the text reading on the tape?	1	2	3	[✓ 4]	5
If music was used, to what extent do you feel it was beneficial.	1	2	3	[✓ 4]	5
How would you grade the average attentiveness of the children using the tapes in your room?	1	2	3	[✓ 4]	5
How would you grade the average acceptance of the use of tapes by the children in your room?	1	2	3	[✓ 4]	5
To what degree do you consider these tapes helpful for the slow readers in your room.	1	2	3	4	[✓ 5]

If additional tapes of Social Studies texts were available, would you be interested in using them? (Yes or No) yes

NAME Maynard Hartman

SCHOOL Shasta Elementary

GRADE LEVEL 6

Music should be added wherever possible on these tapes. Latin American type music is very appealing to children—

RECAP OF RANDOM COMMENTS FROM
TEACHER REACTION FORM
1971 - 72

rade 4 During parent conferences, parents displayed positive attitudes toward the project and felt the tapes are a great help to their children.

Mother commented during conference that she felt the tapes are "just magnificently done."

Mother commented, "I just love the tapes, the entire family listens to them," and that her son, Gregg Smith, is benefiting from the tapes.

When play-back units were passed out in room -- all of the children wanted one; very positive reaction from children.

A child cried, because she was not in the taping project.

Child commented, "When there is music on the tape, the kids like to take their play-backs home."

A child commented that he, "Sure liked that music on the California History tape."

Teacher decided to allow all of her class to listen to tapes about wagons coming to California. She felt it very good review material and everyone enjoyed it.

A child commented that she liked to take the tapes home when there was music on the tapes.

A second teacher allowed the entire class to listen to tape with music as teacher found it excellent for review and everyone enjoyed the story.

rade 4 One of the girls began to grow bored with carrying a unit home, but when music was added to the tape she was re-enthused.

One little girl came into the Project Office especially to thank us for "sparking up the tapes." She was referring to a tape with music.

rade 5 One mother commented at conferences, that her child comes home from school and goes immediately to her room to use the tapes and LIKES THEM. . . Also parent stated that the tapes are more interesting this year with several voices on the tapes in addition to music.

Mother reports her child shares each tape with brothers and sisters; that she obviously is enjoying the tapes, and needs no encouragement to work on her reading for social studies.

Child commented that the reading speed was "just right" and that he liked the voice of the girl with the "charming voice"!

Mrs. Molina's newest student requested to be put on the program. The student was very impressed as well as the entire family!

One teacher let most of the children in the room listen to the tapes as they were filling in a worksheet, the children were thrilled with the assistance the tapes offered in answering the questions on the worksheet.

One child described the Norelco playback as "Nifty"!

One mother "killing" the project for her child, as she demands he answer the questions on the tapes immediately.

ade 6 Mother reported to teacher that child studies and reads along with the tape every night and it is obviously helping him. Child's present grade in Social Studies is a B, and the highest grade yet in that area for him.

Three parents asked if their children could be added to the Project and bring home tapes and units. Therefore, the target population was increased from 10 to 14.

David McCurdy is making B's in Social Studies when it is normally a struggle to maintain a C average. The mother stated at a conference that he studies and reads along with the tape every night and it is really helping him a lot.

Teacher reports one student takes Norelco home every night and plays it while walking home from school. Child has made remarkable academic progress in Social Studies and his grade has improved from an F to a C! Teacher gives credit to the tapes.

"Pacers" (target population) are doing well on tests, reports a teacher, and they have caught up with the class in their reading. Prior to tapes, the students had been going at a slower rate.

Girl came into the Project Office, and commented that she used to get D's and even F's in Social Studies, but since using the tapes she received a C+ on her last test.

Teacher reported after parent conferences that the parents are, "thrilled with the tapes."

Child who was absent from school for several days asked to use the tapes to "catch up" on the work she has missed.

rade 6
cont'd)

Teacher announced to class that there would be a test after the weekend, then commented to us that, "You just watch--this weekend all of the play-back units will be taken home for review!"

Tapes are in real demand prior to a test. "Pacers" have first chance at taking tape home for studying.

A girl remarked as she picked up more tapes, that the tapes covering the material she had been tested on was especially helpful.

A student remarked that the tapes helped him understand new words.

One teacher played a Latin America tape with Latin music on it. That day everyone in his class wanted to take home the tape and play-back unit.

During free reading time, two top students asked if they could enjoy the tapes, since the tapes were not in use at that time. The teacher gave them permission to use the tapes.

One of the script writers child-tested one of her scripts on her own children ages 8 and 10. The children were very enthused and excited over the Over-View she had prepared and commented, "Mother, that's so interesting! I really learned a lot."

The District's Speech Therapist heard a tape being played in the Project Office, and she commented that the voice on the tape had very good inflection and enunciation. Mary Armstrong was the reader on the Latin American tape.